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ABSTRACT

Objectives of the Missouri migrant program were to: raise the educational level of migrant children; acquire a complete set of educational and health records for each child; screen and refer those children needing health services to the appropriate personnel; instill within parents and children the desire and need for a secondary education; and provide specialists to assist the parents, teachers, and children as the need arises. During fiscal year 1971, 3,408 students, ranging from 5 to 18 years, participated in the program. Since the majority of these attended schools located in Southeast Missouri. only 1,257 were included in the program's evaluation. Evaluation data were obtained at the beginning, during, and at the end of the 1970-71 academic year or during the summer school term through visits and interviews conducted in various school districts and from records, reports, and test results which were used to substantiate the on-the-spot visits. This report includes information on the: children participating; innovative projects; pressing educational needs; objective and subjective measurements; general program effectiveness; personnel; interrelationship with the regular Elementary and Secondary Education Act Title I program and with other programs; community involvement; nonpublic school participation; and major problem areas. (NQ)

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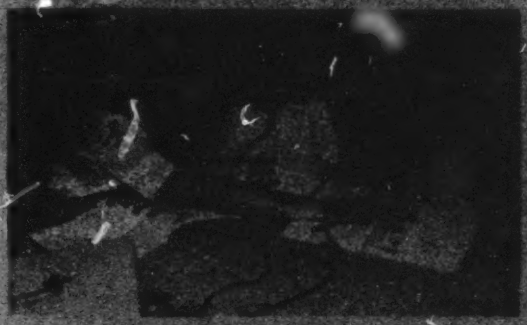
MIGRANT EDUCATION in MISSOURI '71



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STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FOR FISCAL YEAR 1971

STATE OF MISSOURI

MISSOURI STATE DEPARTMENT OF EDUCATION
Arthur L. Melly, Commissioner of Education
Jefferson City, Missouri

ARTHUR L. MALLORY
COMMISSIONER

Elementary and Secondary
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(Public Law 89-10)

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November 12, 1971

Mr. Vidal A. Riveria, Jr., Chief
Migrant Program Branch
Division of Compensatory Education
Office of Education
Washington, D. C. 20202

ATTENTION: Migrant Evaluation

Dear Mr. Riveria:

The State Annual Evaluation Report is enclosed. It reflects processes, outcome, and conclusions regarding the state migrant program which is operated out of the Educational Center for Migratory Children at Cape Girardeau, Missouri.

The evaluation is primarily the work of the evaluation committee from Southeast Missouri State College. It has been carefully reviewed during and after compilation. Feedback is already beginning toward the improvement of the program in light of evaluation findings.

Sincerely,

D. D. McCullough, Director
Title I, ESEA

DDM:sch

STATE ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

TITLE I, ESEA

FOR FISCAL YEAR 1971

STATE OF MISSOURI

November 1971

MISSOURI STATE DEPARTMENT OF EDUCATION

Arthur L. Mallory, Commissioner of Education

DIVISION OF INSTRUCTION

P. J. Newell, Jr., Assistant Commissioner

John T. Lawrence, Coordinator, Public Law 89-10

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AN EVALUATION
of The Educational Program
for Migratory Children

TITLE I, ESEA
(P. L. 89-10 as amended by P. L. 89-750)

GRANT AWARD
to
Southeast Missouri State College
Cape Girardeau, Missouri 63701
Dr. Mark F. Scully, President

Division of Education and Psychology
Dr. Milford O. Holt, Dean
Dr. Wayne R. McElroy, Director
Migrant Program

EVALUATION COMMITTEE

Dr. Cleo W. Mabrey, Chairman
Dr. Jerline Dossett
Dr. James Middleton

November 1971

ACKNOWLEDGEMENT

The assessment of the effectiveness of any program of such magnitude as this one requires considerable effort. To accomplish this assignment it was necessary for the Evaluation Committee to involve many people such as pupils, parents, tutors, teachers, and administrators who live and work in the numerous school districts involved. Without the helpful advice and assistance of certain members of the Missouri State Department of Education and professors in the Department of Education and Psychology at Southeast Missouri State College, the assignment would have been more difficult. Also, the personnel of the Educational Program for Migratory Children were cooperative, and they spent much time briefing the Committee and assembling information for use in this report. For all of these people's help we are grateful. Therefore, the Evaluation Committee wishes to express its' appreciation to them, and particularly to Gary W. Brummitt, Evaluation Supervisor, Title I, ESEA, Missouri State Department of Education, for his patience and understanding while the report was being compiled.

Cleo W. Mabrey, Chairman
Evaluation Committee

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I. INTRODUCTION

Authorization to establish the Educational Center for Migratory children on the campus of Southeast Missouri State College was the result of an application for a program grant for the education of migrant children in the State of Missouri through Title I, ESEA, (P. 89-10 as ammended by PL 89-750), to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. for the fiscal year ending June 30, 1971, and the 1971 Summer Project.

Upon approval of the application for this program grant, the project was funded in accordance with the potential number of migrant agricultural workers in the State of Missouri.

The Commissioner of Education for the State of Missouri was the official authorized to submit the application for a federal grant to establish or improve educational programs for migrant children. The Missouri State Department of Education official responsible for coordinating this project in accordance with the provisions of Title I (PL 89-10, as ammended) is Mr. John T. Lawrence. His official title is Coordinator of ESEA. The Director of the Center at Southeast Missouri State College is Dr. Wayne R. McElroy, who is a professor in the Division of Education and Psychology.

Mr. Lawrence is responsible for the general administration and supervision of the migratory program at the state level.

Dr. McElroy has the following responsibilities in the program:

1. He directs and coordinates the migratory program

for Southeast Missouri State College. In addition, his office maintains records for all migrant students in the State of Missouri.

2. He recommends instructional services available through the program to the local school districts.

3. He is responsible for program development; this includes recommending pilot programs that have reasonable promise of being successful.

Educational Service and Records Center for Migratory Children of Missouri Staff

The professional staff housed near the campus of Southeast Missouri State College consists of: The director and five other professional staff members, who work either full or part time. They are: a coordinator, two reading clinicians, a part time nurse, a part time social worker and a librarian.

In addition, there are three full time secretaries and one who works part time. The three full time secretaries are all qualified Teletype Terminal Operators. These operators serve as a vital link in the long chain of initiating and keeping records on migratory children because of their unusual mobility.

Program Objectives for Migratory Children in Terms of Special Educational Needs

The immediate program objectives of the state program for migrant children in order of priorities are as follows:

1. To raise the educational level of the participating migrant children to the level of other children of their age.

2. To acquire and have readily available, a complete set of educational and health records for each migrant child in the State of Missouri.

3. To screen and refer migratory children needing health services to the appropriate health personnel for treatment.

4. To instill within the parents and the children the desire and need for the completion of a secondary education.

5. To provide specialists to assist the parents, the teachers and the children as the need arises.

A brief description of these objectives, activities and/or services are:

Objective 1. To satisfy this objective, tutorial teachers are provided to work with migratory children who are referred to them for remedial work. During the 1971 Fiscal Year, thirty-three tutorial teachers worked full time and one worked part time as a tutor with about 1,257 children in sixteen school districts. The curriculum areas in which they worked were as follows:

1. Reading and communication skills
2. Arithmetic
3. Science
4. Social Studies

Objective 2. Since Missouri is serving as a pilot state for the National Migrant Data Bank, trained Terminal Operators have been

employed to transmit information to the Data Bank. In addition, the Migratory Children's Center program supervisor assists local school districts in identifying migrant children.

Objective 3. This objective is satisfied by providing funds if they are not available from any other source, for such services as dental care, eye glasses, hearing aids, immunization and vaccinations, emergency treatment and surgical care. In school districts where a qualified nurse is not employed, some other qualified person is contacted by the Center as needed.

Objective 4. In school districts where social workers are available, the personnel of the Center encourages them to work with migrant children and parents to fulfill this objective.

Objective 5. As the need arises, the staff of the Center is available to conduct workshops for teachers, tutors, teacher aids and administrators working with migratory children. The reading clinicians may be sent to any location in the state where twenty or more migratory children can be brought together.

Area Served

The staff, materials, equipment and services provided through the center situated on the campus of Southeast Missouri State College are available to students who meet the legal description of a migrant anywhere in the state of Missouri. However, the bulk of the students

served in this program are located in Pemiscot, Dunklin, New Madrid, and Mississippi Counties. These counties are located in Southeast Missouri.

Evaluation Procedure

In the application for a program grant for the migratory children, it was stipulated that an evaluation team of three people from Southeast Missouri State College, coordinating their efforts with the evaluation staff of the Missouri State Department of Education's Title I Office, would conduct an evaluation of the Missouri Migratory Program. This evaluation team is being retained in an advisory capacity.

This evaluation of Missouri's program for Migrant Children will include, among other things, information such as:

1. An inventory of the children participating
2. Inovative projects
3. Pressing educational needs
4. Objective measurements
5. Subjective measurements
6. General program effectiveness
7. Personnel
8. Inter-relationship with regular Title I, ESEA program
9. Coordination with other programs
10. Community involvement

11. Non-public school participation

12. Major problem areas

The evaluation reflected in this report is for the Fiscal Year 1971 and the 1971 summer project. The fiscal year began July 1, 1970, and all summer schools involved in the program were closed by July 31, 1971.

Statement of the Problem

With the increasing demand for the quality of educational opportunities in the United States, millions of dollars have been appropriated by the Federal Government for educational purposes, and large sums have been charted to those endeavors concerning the education of deprived children. This would seem to give sufficient evidence of an increasing national concern for this problem.[1]

The migrant program was designed to improve the educational opportunities for migrant children. One of the provisions in the application for program grant required an evaluation of the program in terms of these purposes.

Purpose of the Evaluation

The purpose of this evaluation is to ascertain whether the

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[1]Cleo W. Mabrey, " A Study of the Effects of Selected Factors Upon Participants in a U.S., NDEA Summer Institute for Elementary Teachers and Supervisors of Non-Urban Disadvantaged Youth" (unpublished Doctoral dissertation, University of Missouri, Columbia, 1969), pp. 4-5.

program fulfilled the need of migrant children in terms of the objectives stated previously in this report. From the information available to the evaluators, attempts were made to formulate conclusions and make inferences as to whether the funds allocated for this program did, in fact, fulfill the expectation of the various functionaires in the program.

Justification for the Evaluation

This evaluation is important because of the need for information in terms of specific results and outcomes which might be used to support the expenditure of additional public funds for this particular kind of program, and to identify methods and techniques considered to be particularly effective in the education of migrant children.

The Scope of the Evaluation

The period of time covered by this evaluation was July 1, 1970 through June 30, 1971, plus the 1971 Summer Program which ended on or before July 31, 1971.

While the Migrant program is for the entire State of Missouri, this evaluation is focused primarily upon the migrant children in schools located in the Southeast section of the State because this is where most of them currently reside.

Some of the data involved in this evaluation were gathered at the beginning, during, and toward the end of the 1970-71 Academic Year.

Other data utilized in the evaluation were obtained during the summer program.

Source of Data

Data for this evaluation were based upon information obtained from visits and interviews conducted in various school districts. Students, tutors, administrators, supervisory personnel, and parents were interviewed when on-the-spot visitation occurred.

In addition, records, reports, and test results were examined as a basis for verifying information gleaned from observations during visits and interviews.

Design of the Evaluation

This evaluation was designed to cover one academic school year and one summer program in order to reflect the impact that the migrant project might have upon the performance of the children of agriculturally related migrant laborers during this period of time. The projected plan was to measure the learning levels of these children at the beginning of the 1970-71 Academic Year. This would establish a base level for their performance in areas such as reading, science, arithmetic and social studies. However, reading (vocabulary and comprehension) was selected as the area of focus when reporting and examining pretest and posttest results.

The second phase of the evaluation was to be accomplished by examining posttest results in reading from as many of these same children as possible.

The third phase of this evaluation was to be accomplished by examining various kinds of data gathered on children in selected centers during the 1971 summer program.

Students included in this evaluation were migrant children. Their ages ranged from 6 years to 17 years and 1,257 children were involved.

The pretest and posttest results were based on data collected by use of the Gates-MacGinitie Reading test.

The instruments used to gather information for this evaluation were generally administered to students in small groups. Test scores and supporting information from records, interviews, observation, etc., comprise the bulk of the data used in this evaluation.

Where appropriate, reading test scores were assembled by school district, broken down into grade levels, and run through the computer. Pretest and posttest means were computed for vocabulary and comprehension, and the results were compared.

Definition of Terms

Throughout this evaluation the terms below were used as defined:

Program Grant. The grant award of monies by the Federal

Government to be used by the State of Missouri for the educational improvements needed by migrant children in the various school districts.

Migratory Child. A migrant student is any child who attends at least two schools during the year as a result of his parents or guardian moving to seek or acquire employment in agriculture or related occupations which include: food storage and processing plants; feed mills and elevators; poultry farming and related activities; lumbering and related activities and transportation of farm products.

Tutor. A teacher hired by the local district and supported by the Migrant Center to instruct either singly or in small groups those migrant students in need of special instruction.

In-service Training. Special workshops conducted by the Migrant Center staff and attended by tutors and supervisory personnel in charge of migrant students within the district.

ESEA Coordinator. A member of the Missouri Department of Education who has been assigned general administration and supervision responsibilities in the state migrant program.

Director. A full time employee whose duties consist of directing and coordinating the migratory program for Southeast Missouri State College. In addition, the director is responsible for recommending local school districts to the State Department of Education for services provided by the Migratory Center.

Reading Clinician. One who diagnoses reading difficulties, and writes prescriptions for use by migrant teachers in correcting reading

difficulties.

Registered Nurse. An employee of the Center who screens migratory children for health defects so that they may be referred to medical doctors, dentists, optometrists and others as the need arises.

Social Worker. A staff member who works toward the development of a favorable attitude toward education by both parents and children. The social worker serves as a liaison contact between parents, children, and schools, and provides whatever assistance possible.

Librarian. One who selects, catalogues, processes, and distributes source and instructional materials.

1. Qualified Librarian. A person who meets the Missouri certification requirements.

2. Professional Librarian. This person is distinguished from a certified librarian because of advanced training and a degree in library science.

Program Supervisor. A staff member whose responsibility is to assist local school districts in the identification of migratory children, up-dating records of migratory children, and the general development of educational programs which includes supplementary services.

Terminal Operator. A trained Migrant Center staff member who relays student data between schools and the National Migrant Data Bank in Little Rock, Arkansas, via teletype.

II. EXEMPLARY PROGRAMS

After observing various activities in operation, it was the opinion of the staff and those reviewing the program that the Materials Center Project which procured and disseminated instructional materials, the Migrant Student Records Workshop, and the tutorial programs involving youth as tutors for migrant children were the most exemplary of the projects and activities carried on during the 1971 Fiscal Year. The basis for the selection of these activities is included in the description of each. The first two are described in the context which follows, and a full description of the "Youth Tutor Migrant Children" Projects is presented in Section XVIII entitled New Programs.

Materials Center Project

Throughout the years that the Migratory Center has been in operation, some books and instructional materials have been available for use by migrant children in Missouri. The 1971 Fiscal Year, however, saw an expansion of this program and the establishment of the Materials Center Project in conjunction with the Instructional Materials Center of Southeast Missouri State College's Library (Kent). The accession list presently shows approximately 10,000 trade books (1,200 of which were added to the collection this year), supplementary readers and professional texts for teachers, 400 filmstrips, 60 films, 100 transparencies and 100 drilltapes.

Utilization, which increased more than fifty per cent, has been

one of the more notable benefits which resulted from the arrangement described above. Table I reports the number of library books circulated to twenty school districts for use with migrant children in Missouri.

TABLE I

LIBRARY BOOKS CIRCULATED BY THE EDUCATIONAL SERVICES AND RECORD CENTER SEPTEMBER 1970 THROUGH JUNE 1971[1]

MONTH	NUMBER OF BOOKS CIRCULATED
September	543
October	617
November	421
December	690
January	630
February	1,707
March	1,733
April	811
May	300
June	355
TOTAL:	7,807
Average per month:	781

[1]For a list of schools utilizing this service, see Table II.

Once a school was identified as one in which a migrant student had enrolled, the project supervisor from the center visited the school, supplied the administrator and teacher with copies of the selection of materials, and explained the procedure for ordering books, films and other audio-visual means of communication. Teachers could request specific books or ask for a composite collection at a certain grade level. Requests were honored regardless of the number, if it was possible to do so.

As explained in Section III, Children Served, more than 7,807 volumes were supplied to twenty school districts. Thus the center was able to supplement the services of school districts to migrants.

Another advantage of the present arrangement, and possibly the prime reason for its selection as an exemplary project, has been the possibilities for more efficient staff utilization. Since the employment of a full-time professional media specialist and the necessary support personnel did not seem advisable, the present arrangement made it possible for a qualified librarian to be assigned the responsibility for supervising the procurement and dissemination of media including printed materials in the form of library books, supplementary readers, and the various forms of audio-visual means of communication--films, filmstrips, transparencies and tapes. Such an arrangement also made available at very little additional cost various selection aids and support personnel for processing or preparing the material for dissemination.

For example, student help for locating, assembling, and packaging the various requests has not only released the staff at the center for other important responsibilities, but it has assisted needy students attending college under the Work-Study Program to meet their financial obligations--another example of coordination with other programs.

During the early years that the center was in operation, all workshops were staffed by outside consultants. In the 1971 fiscal year, all in-service programs were directed by the staff at the center.

Services of a materials center such as the one developed may differ. However, it seems to be agreed that the service rendered should be informative, advisory and consultative. The Materials Center developed by the staff of the Migrant Center has been outstanding in the informative aspect. By supplying books and instructional materials the Center has provided a service where these materials were not available. The Center has, also, in many instances been of real help in supplementing existing programs. However, staffed with a professional librarian, even on a part-time basis, it can become more advisory and consultative in nature. Reviews for collections of materials can be prepared; promotional materials to serve as a guide to those in the field in the selection and request for books can be developed; inservice education for teachers and tutors in the use of books and materials can be conducted. And, while the project's primary responsibility must be directed toward the children of migrant agricultural workers, it can

become more of a regional center, not only unique within the context of its operation, but also, one where others may observe the facility, and adapt aspects of the program to meet the needs of migrant children elsewhere. What has transpired as a result of this project during the past year, and the possibilities for it in the future is the major reason for identifying it as an exemplary project.

This does not suggest the elimination of the present support staff. In fact, it would seem advisable for a part-time person to be employed to handle weekly delivery of books. This would release the supervisor for other responsibilities more professional in nature.

Migrant Student Records Workshop

In an effort to assist the people involved with the Migratory Record System, a Records Workshop was held on the campus of Southeast Missouri State College during the Spring of 1971. Approximately fifty superintendents, principals, and records clerks attended this one-day meeting.

The procedure to be followed in enrolling a migrant student, the updating of his record, and the preparation of a withdrawal of a student's record were carefully explained. Copies of the Student Enrollment Transmittal and the Uniform Migrant Transmittal Form, which may be found in Appendix A, were studied. All staff members at the center participated in the workshop, and explained some phase of the program.

As a result of this workshop a Uniform Handbook is currently being prepared. This handbook, when completed, will be sent to all school districts in Missouri. It is believed that it will be of considerable assistance to superintendents and others assigned the responsibility of keeping records on migrant children because their needs can be better met, if their records are kept current and up-to-date.

III. CHILDREN SERVED

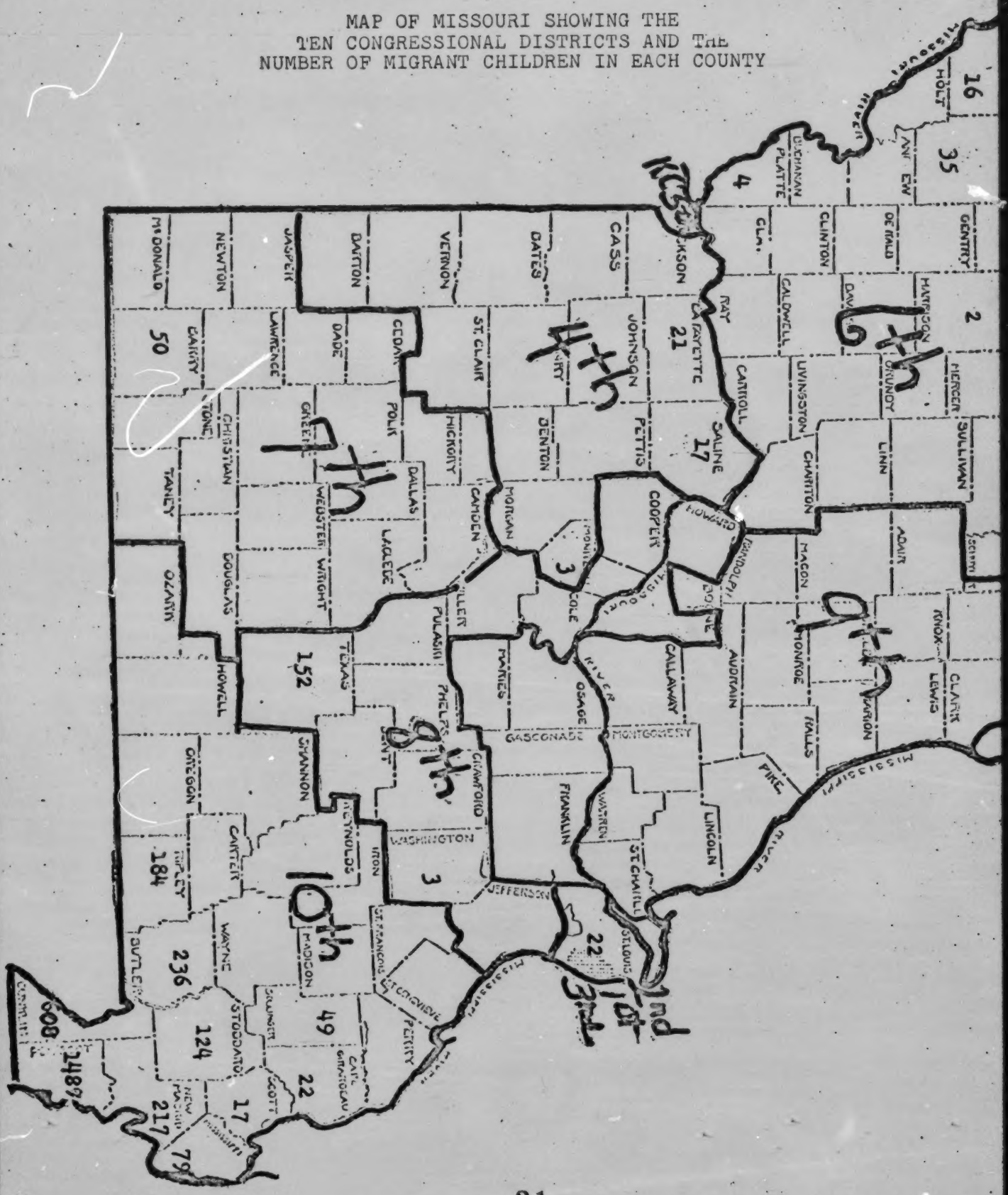
Using the Student Enrollment Transmittal Form (SET) and the Uniform Migrant Transmittal Form, forms designed to assist in the collecting and storing of information in the National Migrant Data Bank at Little Rock, Arkansas, 3,408 children, ranging in age from five through eighteen, were identified and designated as migrants in all schools in Missouri for the Fiscal Year 1971. Of significance is the fact that this figure is not an estimate, but the actual number of migrant children enrolled in schools in Missouri for which records have been transmitted to the Data Bank in Little Rock.

While these students and their parents may not be a part of a "migrant stream" as such, they do engage in seasonal agricultural activities in the various areas. This has resulted in frequent movement, both inter-state and intra-state. Also, many of these migrant families join the "migrant stream" into other states during the summer, particularly if the cotton or soybean crop is not good, and then they return to Missouri (their home base), when work there is finished.

Data indicates that these children were scattered throughout the state in a number of school districts. However, it is interesting to note that 3,073, or approximately ninety per cent, of these migrants were located in the Tenth Congressional District, and 2,097, or slightly more than sixty per cent, were located in the "Bootheel" counties of Pemiscot and Dunklin. Figure I is a map of Missouri showing the area of concentration of these children by county.

FIGURE I

MAP OF MISSOURI SHOWING THE
TEN CONGRESSIONAL DISTRICTS AND THE
NUMBER OF MIGRANT CHILDREN IN EACH COUNTY



Although the initial identification of these migrant children was the responsibility of school personnel in the various school districts, effort was continuously directed toward assisting with this problem. A letter from Mr. John T. Lawrence, a member of the staff of the Missouri State Department of Education and the person responsible for coordinating Public Law 89-10 as amended by PL 89-750, was mailed to all superintendents of schools in the State in early October (1970). This letter explained the seven-point program available for all migratory children in the State and requested assistance in locating these children. A copy of this letter may be found in Appendix B.

Personnel from the Educational Services and Records Center, located near the campus of Southeast Missouri State College, Conducted surveys and worked with the various school districts in locating these children. More recently, a staff member from the State Department of Education has assisted with the identification of migrant children outside the Southeast Missouri State College Service area.

After pupils were enrolled in schools and were identified as children of migrant agricultural workers, the Records Center was contacted. Here the Terminal Operator, trained to transmit and obtain information from the Data Bank, assembled past school records, family data, health records, etc., pertaining to the new students, at the Center transmitted or delivered this data to the receiving school. In some instances, since the establishment of the Data Bank, information

relative to the children who were moving from one school to another was relayed to the Center prior to their enrollment in a particular school. This information could then be promptly transmitted to their receiving school.

When the needs of migrant children were established, services not available from any other source were provided through the Educational Services and Record Center. While the degree to which available personnel, equipment, and materials was utilized for the education of these children was left to the local school district, every effort was made by the entire staff at the Center to see that adequate services were provided. Table II gives a breakdown of these services by school district and by type.

A total of 1,237 children were enrolled in the tutorial programs, 286 children were provided with health services, and 378 children participated in summer school programs which were either fully or partly financed by the program grant to the State of Missouri for the education of migrant children. In addition, the reading clinician worked with migrant children in twenty-three school districts, and instructional materials (teaching aids or library books) were supplied on a regular basis to twenty school districts for use in the tutorial programs or in classrooms where migrant children were being taught.

TABLE II

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service				
	Tutorial Program	Health Service	Summer School	Use of Reading Clinician	Library Materials
Campbell				X	
Caruthersville	X	X		X	
Charleston		X		X	
Clarkton	X	X		X	X
Cooter	X	X		X	X
Delta C-7	X		X		
Doniphan	X	X	X	X	X
East Prairie	X	X	X	X	X
Gideon #37	X	X	X	X	X
Hayti					
Jackson		X			
Naylor			X	X	
Neelyville	X	X		X	X
N. Pemiscot R-1	X	X	X	X	X
Pemiscot R-III			X	X	X
Pemiscot R-7	X	X		X	X
Puxico	X		X	X	X
Risco	X	X		X	X
Senath	X	X	X	X	X
S. Pemiscot R-V	X	X		X	X
Southland	X	X	X	X	X
Summersville	X	X	X	X	X
Twin Rivers	X			X	X
Wardell				X	X
Zalma		X		X	X
Nodaway Holt				X	X
Mountain View				X	X
Total	17	17	11	24	20

IV. GRADE PLACEMENT

Each school assigned migrant children according to the criteria used in placing all students. While this procedure helped to eliminate early stigma of being typed as a special student, it did not always provide for the particular needs of migrant children.

However, the placement of elementary school children did not pose as many problems as did the placement of high school students. Because of graduation requirements and the frustration experienced in certain subjects, it was often difficult to keep high school students enrolled and interested in school.

An examination of the data with respect to the children who received some type of service from the Migrant Center revealed that eighty-one percent were enrolled in grades one through six, twelve percent in grades seven and eight, and only seven percent in grades nine through twelve.

These figures are not surprising, since a study of the educational progress of migrant children made in 1970 revealed that only twenty-two percent of the total enrollment of migrant children was above the sixth grade.[1] This figure represents about one half of that for the nation's

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[1]Cassandra Stockburger, Children on the Move, Migrant Children: Their Education (Wasington, D. C.: Association for Childhood Education International, 1971), p. 6.

school enrollment. This same study reported that out of an enrollment sample of 35,000 high school students who were migrants, only 201 were graduated from high school in 1969.

V. TEACHER-PUPIL RATIO

Since each school system assigned migrant children according to criteria used in placing all enrolled students, the teacher-pupil ratio varied from school to school. However, for school districts to receive state approval they must maintain a teacher-pupil ratio not in excess of one to thirty for AAA rating, one to thirty-five for AA rating, and one to forty for an A rating. Therefore, it seems safe to assume that the teacher-pupil ratio was at or near one of these categories depending on the rating of the school where the migrants were enrolled.

When the migrant children were assigned to special tutors, provided by funds made available through ESEA, as amended in 1966, for help in either reading, mathematics, science or social studies, it was possible to decrease the teacher-pupil ratio to an average of five and one tenth of one percent per period for approximately one hour daily.

Table III reports the average number of migrant students with whom each tutor worked by grade and by school district. When examining this table, it should be remembered that migrant children and their parents were mobile, and that it is impossible to develop a tutorial program by grade and by school district that will remain constant throughout the school year.

Approximately 378 migrant students were enrolled in summer school programs during the 1971 summer session in eleven school

TABLE III

A REPORT OF THE TUTORIAL PROGRAM BY SCHOOL DISTRICT

AND BY GRADE LEVEL

School District	Number of Children[1]	Grade Level														Number of Tutors	Average Class Size[2]
		Kg.	1	2	3	4	5	6	7	8	9	10	11	12	Sp. Ed.		
Clarkton	34	0	0	11	6	5	4	3	0	0	0	0	0	0	5	1	4.9
Cooter	63	0	5	6	4	3	3	3	5	0	9	8	17	0	0	2	4.8
Delta C-7	164	5	13	20	13	7	13	21	23	35	0	0	0	0	14	4	6.3
Doniphan	65	0	0	20	15	15	5	10	0	0	0	0	0	0	0	1	3.6
E. Prairie	41	0	10	8	10	2	3	8	0	0	0	0	0	0	0	1	4.7
Gideon #37	42	0	12	8	8	5	5	4	0	0	0	0	0	0	0	1	5.3
Neelyville	38	0	9	3	6	6	7	7	0	0	0	0	0	0	0	1	2.7
N. Pemiscot	208	0	38	78	40	27	25	0	0	0	0	0	0	0	0	4	9.5
Puxico	23	0	3	3	5	2	6	4	0	0	0	0	0	0	0	1	3.9
Risco	27	0	0	8	6	3	3	7	0	0	0	0	0	0	0	1	5.4
Senath	190	0	30	30	29	28	18	15	14	19	0	0	0	0	7	4	5.6
Southland	93	0	0	7	5	9	13	7	8	5	20	8	8	3	0	4	8.0
S. Pemiscot	137	0	21	14	15	19	16	19	12	9	12	0	0	0	0	4	4.7
Summersville	53	0	7	10	9	8	9	10	0	0	0	0	0	0	0	2	3.1
Twin Rivers	59	0	1	1	8	8	9	9	17	4	2	0	0	0	0	2	4.4
TOTAL	1,237	5	149	227	179	147	139	127	79	72	43	16	25	3	26	33	5.2

[1]The number in this column indicates the total number of children enrolled.

[2]The average class size was based upon the statistics used in the monthly reports compiled by tutors.

districts. One goal of each of these programs was to maintain a teacher-pupil ratio not in excess of one to fifteen. When the additional staff provided by the Migrant Center was considered, the teacher-pupil ratio for the migrants was, in many instances, one to one, and in no program was the ratio greater than one to five.

VI. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

The migrant children involved in this evaluation tended to be concentrated in school districts where there were many low income families. The Missouri State Department of Education and the Migrant Center cooperated in planning Title I activities and providing assistance to school districts which complemented services.

An examination of the planning revealed that care was taken to avoid duplication of services. For example, if a school district had the services of a remedial reading teacher available, then this Migrant Center staff member was sent to a school district where this service was not available. Other areas in which there was inter-relationship included special education; kindergarten; elementary guidance; health service; speech correction; elementary music and art; clothing; food; and library service.

One area of strength as far as assistance to the schools was concerned was that of making the services of the Migrant Center staff personnel always available to teachers, tutors, etc. Generally, the relationship between the Migrant Center personnel and those of the local schools was found to be quite congenial, and the attitude which prevailed seemed to be in the best interest of those most affected by the program--Migrant Children.

VII. COORDINATION WITH OTHER PROGRAMS

Migrant children were provided the same level of service through local and state funds, that was provided to all school children in the participating school districts.

The extent that the special educational needs of migratory children were met by public and private non-profit agencies varied greatly from district to district. Some local non-profit agencies such as service clubs, churches, P.T.A. groups, the Salvation Army, etc., provided some special services (dental, health care, food, clothing, eyeglasses, etc.) to migratory children. The extent of these services, however, were so small compared to need, and the information as to availability was so limited that these services are considered to be of limited help in the development of any program for migrant children at this time.

Missouri did coordinate its Title I Migrant Program with existing and similar programs being conducted or supported through Federal, State, and other public and private non-profit agencies as explained in Section XVI, Program Integration.

There is a void in some of the services available to migrant children. Variation regarding the amount and kind of services may be a problem depending upon the number of migrant children concentrated in a particular district. Effort should be increased toward providing

additional services to migrant children either through migrant project activities, or regular school activities with the migrant program staff providing consultative service and supplementary materials. Additional summer programs, coordinated with regular Title I summer school programs which emphasizes the needs of migrant children, should be encouraged.

Perhaps one of the greatest needs in the way of coordination is to work more closely with the school and other community organizations to reduce the home-school communication gap. Migrant parents often are reluctant to seek meals or other needed services for their children.

VIII. INSERVICE TRAINING

Efforts were made to focus inservice training for the Missouri migratory project on the personnel who worked with migrants. All staff members at the center had the opportunity to participate in some type of inservice training (conferences, workshops, national meetings, etc.) which was related to their specific area of work. In addition, a number of workshops were held throughout the area for personnel in the local schools working with migrants.

A Center supervisor attended the National State Directors' Conference on Migrant Education at Fort Lauderdale, Florida. Included on the agenda was an all day tour of the Everglades Migrant Program. Reading consultants attended state and national meetings which were focused on reading, and the terminal operators participated in a one-week staff training program for terminal operators in Little Rock, Arkansas.

The project staff made themselves available to conduct workshops for teachers, tutors, records clerks, and paraprofessionals who were working with migrant children. Exclusive of the Records Workshop, which brought almost forty administrators, secretaries and clerks to the campus for a one day intensive training session, the staff conducted a total of sixteen workshops in nine different locations. Nine of these workshops were in reading, six in mathematics and one was a combined reading and mathematics workshop. Programs from each of the workshops have been included in Appendix C.

Table IV identifies each workshop by type, and it shows the number of participants involved, where it was held, and the date on which each workshop was conducted. Except for the workshops held at East Prairie and Cape Girardeau, the participants were asked to evaluate the workshops using a ten point scale. Ten was interpreted to be excellent and one poor. A copy of the workshop evaluation instrument may be found in Appendix D. The last five columns of Table IV shows the mean score for each of the five categories responded to by the workshop participants.

The mean for each item was eight or above with the exception of the beginning time which was set by the local administrator. The four beginning times for the workshops which received the lowest rating were either scheduled after school was out, or they were scheduled after school was out and continued into the evening. It would appear that some released time was allowed for the other workshops which received a more favorable rating.

In addition to the specific workshops held, the Vidicon television system, composed of a precision video recorder, two cameras, four television monitors, microphone mixer, and two microphones, were used for disseminating prepared video tapes and recording teaching sessions (tutors). These recorded teaching sessions could be played back for teacher self-analysis and evaluation. This particular system, though cumbersome, can be transported in the mobile van, or it can be used in a studio.

TABLE IV

A SUMMARY REPORT OF INSERVICE WORKSHOPS BY TYPE AND TARGET GROUP

TYPE OF WORKSHOP	TARGET GROUP	PLACE	DATE	TIME	NUMBER PARTICI-PATING	EVALUATION				
						1	2	3	4	5
Reading & Mathematics	Teachers & Teacher Aides	Summersville	9/15/70	2:15-4:15	23	8.2	8.8	8.7	9.3	8.2
Use of EDL Materials in Teaching Reading*	Remedial Reading Teachers	Senath	9/28/70	1:30-3:00	5	8.2	8.0	8.0	9.0	9.2
Use of EDL Materials in Teaching Reading*	Migrant Tutors	Senath	9/28/70	3:30-5:00	8	9.8	9.8	9.9	6.4	9.9
Use of EDL Materials in Teaching Reading*	Teachers	Delta C-7	9/29/70	2:00-3:15	50	7.4	7.6	7.5	9.8	8.3
Use of EDL Materials in Teaching Reading*	Migrant Tutors	Delta C-7	9/29/70	3:30-5:00	10	8.3	9.7	8.7	3.9	8.9
Use of EDL Materials in Teaching Reading*	Teachers	Gideon #37	9/30/70	1:30-3:00	12	8.8	9.0	9.0	8.6	8.7
Use of EDL Materials in Teaching Reading*	Migrant Tutors	Gideon #37	9/30/70	3.30-5:00	10	9.0	9.8	9.5	5.5	9.9
Mathematics for The Slow Learner	Teachers & Migrant Tutors	Southland	12/7/70	2:30-4:30	26	8.1	9.6	9.4	5.5	9.9

*These workshops were conducted by Migrant Center staff personnel with the assistance of other professionals.

TABLE IV (continued)

TYPE OF WORKSHOP	TARGET GROUP	PLACE	DATE	TIME	NUMBER PARTICI-PATING	EVALUATION				
						1	2	3	4	5
Teacher Made Materials for Teaching Reading	Migrant Tutors	Southland	1/25/71	1:00-3:00	8	8.0	10.0	9.7	9.3	9.9
Teacher Made Materials for Teaching Reading	Migrant Tutors	Cooter	1/26/71	1:00-3:00	10	8.0	9.5	9.5	9.9	9.0
Teacher Made Materials for Teaching Reading	Migrant Tutors	North Pemiscot	1/27/71	1:00-3:00	7	8.1	9.0	9.6	9.0	9.0
Teacher Made Materials for Teaching Reading	Migrant Tutors	Doniphan	1/28/71	1:00-3:00	5	9.2	9.6	9.6	10.0	8.2
Problems Encountered in Teaching Math.	Sixth Grade Teachers	East Prairie	10/6/70	9:25-10:25	5					
Problems Encountered in Teaching Math.	Fifth Grade Teachers	East Prairie	10/6/70	9:45-10:45	5					
Problems Encountered in Teaching Math.	Fourth Grade Teachers	East Prairie	10/6/70	12:50-1:50	5					
Problems Encountered in Teaching Math.	Third Grade Teachers	East Prairie	10/6/70	2:10-3:10	5					
Procedures involved with the Migrant Student Transfer Records*	Administrators School Clerks Migrant Tutors	Cape Girardeau	3/25/71	9:00-12:00	34					

*These workshops were conducted by Migrant Center staff personnel with the assistance of other professionals.

IX. NONPUBLIC SCHOOL PARTICIPATION

The nonpublic schools of the state have been informed of the educational program for migratory children, and of the criteria used for identifying and classifying them. To date requests for the services rendered by the Center have not been made by nonpublic schools for children who meet these established criteria. This is perhaps due to the concentration of migrant children in an area of the state where few nonpublic schools are located.

X. DISSEMINATION

The Southeast Missouri area has long maintained active organizations for school superintendents, principals, and guidance counselors. Various staff members have made informal presentations to these groups as well as similar groups throughout the state. The purpose of these presentations was primarily that of program development. In addition, letters describing the program were sent to schools throughout Missouri, and whenever practicable, site visitations by members of the Center staff were made to describe the program and assist in program development.

Program evaluation results of the various schools involved are made available on a regular basis to the appropriate members of the teaching and administrative staff of participating schools as they are completed.

Also, summaries of different kinds of information relative to the program have been distributed and may be had upon request. This information includes measures of pupil growth in achievement, health services available and/or rendered, library services available, and other data which may be appropriate to summarize and dissiminate.

Data such as that which was mentioned above, as well as descriptions of various programs conducted by the project, are made available to interested parties upon request on the interstate level.

XI. COMMUNITY INVOLVEMENT

Parents of migrant children were invited to participate in the program, and they did participate in the program on a limited basis. In the vital area of health services a visiting nurse was in constant contact with parents relative to the health service needs for their children's well-being. Parents actively participated in the planning and implementation of these services on an individual basis.

In several of the summer school programs it was possible for teachers to visit with parents of migrant children in their homes. These visits had several purposes:

1. To provide teacher-parent contact
2. To interest parents in the school program for their children
3. To acquaint teachers with home evaluation of students
4. To encourage greater parental involvement in the school and in the learning program of their children

These home visits encouraged greater parental involvement in future program activities.

Some parents were involved in planning and implementing health care services for children in the program, in discussing their educational needs, and outlining programs for these children.

The teacher home visitation program was designed to strengthen this area. Since the program was in effect during the past summer, it is difficult to properly evaluate the results at this time.

XII. PROGRAM EFFECTIVENESS

The use of closed circuit television to effectively modify teaching activities, when attempting to create and develop wholesome learning environments, was found to be of very little success.

Problems in this area fell into two major categories:

1. The available television equipment, purchased a number of years ago and supposedly portable, is bulky and cumbersome to move, set up, and use.

2. The lack of clear cut goals for identifying and analyzing teaching behavior in the classroom

There seems to be little that can be done relative to the first major problem area short of acquiring new equipment. This does not seem feasible until the second major problem area is resolved.

To overcome the second major problem area it will be necessary to better acquaint more staff members in each school involved in the project with the art of critiquing teacher behavior.

In an effort to counter balance this weakness, advice was sought from technique teachers who are professors at Southeast Missouri State College. They are regularly using television equipment when involving student teachers in micro teaching experiences.

The closed circuit television concept seems to be sound in modifying teacher behavior. However, it is the opinion of the evaluation team that it could be enhanced, if new and more portable equipment were acquired for use in the project as soon as more definite criteria for the evaluation of teaching behavior is established.

XIII. SPECIAL AREAS

The program for handicapped children consisted of the identification of a child's handicap, and, if it was possible and appropriate, the correction of this handicap.

Most of the children identified were either physically or mentally handicapped. In the case of a physical handicap it was possible to provide correction for most children in this category to the extent that they could participate more fully in the regular academic program which was provided by the school and through the migrant project.

Students who were identified as mentally retarded were placed in classrooms identified by the State of Missouri as being appropriate for children of their particular intellectual and achievement level.

A group of high school students were identified who might potentially benefit from attendance at an area vocational school located at Kennett, Missouri. A contract was made with the Kennett Public School system for a maximum of 100 students. In spite of intensive effort on the part of migrant project personnel and school counselors only seventeen students were finally enrolled in this vocational training school.

The problem which seemed to prevent student participation in this program was that of transportation. The students who participated were enrolled in a regular school program for one-half day, and

attended the vocational school the remainder of the day. This arrangement placed extraneous demands on transportation facilities of a school district and the students involved. An adequate solution to this problem had not been discovered at the time of this evaluation.

The services discussed above were supplemental to those provided in the regular educational program of the school.

XIV. CONSTRUCTION AND EQUIPMENT

While no request was made in the program grant for construction and none was carried out, the Educational Services and Record Center did move into different facilities just prior to the beginning of the 1971 Fiscal Year. This facility, a six-room house adjacent to the main campus of Southeast Missouri State College, is arranged as follows: There is

1. A reception room with space for two secretaries
2. A room for terminal operators and equipment
3. An office for the director
4. An area (two rooms) furnished with desks used by other staff members as office space
5. A room for duplicating equipment and storage

In general, this facility, which was recently acquired by Southeast Missouri State College for expansion purposes, meets the needs of the present staff at a much more nominal cost than did quarters occupied by them previously. The lack of adequate space for organized storage of materials and equipment, and the absence of a room which may be used for staff conferences are the areas in which need is most evident. If it were possible to acquire additional room for storage, the room presently being used for storage could be utilized to a greater extent for conferences, or to house additional staff members as they are employed.

Only equipment (two controlled readers, record players, tape recorders, cassettes, and a copy machine) necessary for proper operation of the center was purchased during the 1971 Fiscal Year.

The fleet of automobiles which had become obsolete was disposed of according to standard procedure used by Missouri, and all monies derived from this source were credited to the account of the migrant program. Now, whenever transportation is needed (other than the mobile vans) Southeast Missouri State College provides transportation, and charges the Migrant Center at the rate paid by the State of Missouri which is ten cents per mile.

XV. SUPPORTIVE SERVICES

Supportive services--such as adequate food, needed clothing, or health care which assists schools when they are considering ways and means of helping migrant children continue their education--were provided as needed. This program was supplemental in nature. It was used after all community and school sources, such as free lunches and the charitable efforts of civic clubs and churches in making sure needy children have food and clothing, had been exhausted or found not to be applicable.

During the 1971 Fiscal Year supportive services rendered by the Educational Records and Service Center were basically concerned with health care. At least 402 migrants were served during the year. Three hundred and thirty-seven of these children were in elementary schools (grades K-6), forty-six were in junior high schools, and nineteen were in the high schools.

A brochure explaining the health services available for migrant children was sent to each school district. Schools eligible to participate in the program were supplied with Health Referral Forms to be used for any child needing health services. A summary report by the project nurse, these forms, as well as the approval form for services, may be found in Appendix E.

The project nurse, working on a part-time basis, cooperated

with local school nurses and teachers in conducting physical examinations, visual screening, dental examinations, and the issuance of dental kits. Other services performed on a referral basis included eye glasses, emergency care for accidents or fractures, surgery such as tonsillectomies or hernia repair, and medications to control, alleviate, or prevent disease.

Table V indicates the kind of health services rendered through the Migrant Program during the 1971 Fiscal Year to migrant children in numerous school districts in Southeast Missouri. It was prepared by the Project nurse.

TABLE V

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN

THROUGH THE MIGRANT PROGRAM FOR THE 1971 FISCAL YEAR

School District	Number Served in School District	Service				
		Dental	Visual	Physical	Other	Total Cost
Cardwell	33	20	13			$ 190.00
Clarkton	3	1		1	1	38.00
Charleston	1		1			Welfare
Cooter	37		2		35	27.00
Deering	22	14	7		1	1,342.00
Doniphan	49		1	47	1	386.00
East Prairie	40	40				20.00
Gideon #37	35	11	6	11	7	1,143.45
Jackson	2	2				201.00
McCarty	5	3	1		1	673.00
Neelyville	15	10	1		4	719.75
N. Pemiscot	2	1	1			575.00
Puxico	1				1	- - - -
Risco	16		11	2	3	296.09
Senath						- - - -
Hornersville	12		11		1	472.50
Summersville	127	120	5		2	600.90
Zalma	2		1		1	228.55
TOTALS	402*	222	61	61	58	$6,913.24**

*This does not include home visits.
**This total is incomplete.

XVI. PROGRAM INTEGRATION

An example of two of the principle areas of program activities are as follows:

1. The supplementation of instruction in reading and arithmetic at the elementary level

2. The use of tutors to supplement instruction in appropriate subject matter areas at the high school level

Integration of the program at the elementary level is accomplished through small group instruction which supplements the regular teaching program in the school using modified or supplementary material, and which seems appropriate to the measured achievement of the student in reading and arithmetic. Since this program is designed to supplement rather than supplant, a student is in a traditionally organized classroom during the regular instructional period. Therefore, he receives supplementary instruction at a time other than that scheduled for his usual classroom activities. This program demands regular conferences between the regular classroom teacher and the project teacher relative to pupil achievement. Regular in-service training programs designed to foster the needed cooperation are scheduled and conducted by the staff of the Migrant Project.

The high school tutored program is designed to provide supplementary instruction for students who are not achieving satisfactory in any of the subject matter areas regularly taught in the school in which

they are enrolled. The basic materials selected for use in the regular instruction program is supplemented with materials which will allow the student to more nearly master the regular school curriculum. Thus, program integration is built into this area.

The health services are supplementary to the usual school and community health services, and assistance through the Migrant Program is provided only after the project nurse has determined that no community agency services are available.

The inservice training program for teachers and teacher aids of migrant children has been developed in close cooperation with superintendents and principals of participating schools, and it supplements their regular training programs.

The visiting reading teacher program operates in the same manner as the other elementary programs, except that the teacher drives a van which is used as a classroom. This program and equipment is used only when a qualified teacher is not available on a regular basis to teach migrant children, and when suitable classroom space is not available in the schools.

XVIII. NEW PROGRAMS

During the 1971 Fiscal Year two new programs were inaugurated in cooperation with local school districts. One involved the use of high school youth to tutor elementary migrant children, and the other one utilized selected college students as aids in a summer school program.

Youth-Tutor-Youth

Ten students from the Caruthersville High School were selected as tutors for twenty elementary migrant children who were experiencing difficulty in reading. Each high school student worked with two migrant children one hour each day after regular school hours four days a week. The tutors were paid $1.60 per hour while they were tutoring or preparing materials, and they were permitted to earn a maximum of $9.60 per week.

The major purpose of the program was to improve the reading level of the migrant children being tutored. However, it was theorized that the tutors by helping someone else might also experience a gain in reading themselves. The high school tutors were selected at random from students who had indicated an interest in tutoring migrant children. The migrant children were also drawn at random from those eligible in grades four, five, and six. They were of average ability or better, and were at least one-half year below grade level.

As a means of evaluating the academic progress of those

XVII. STAFF UTILIZATION

The staff housed at the Migratory Center located near the campus of Southeast Missouri State College was utilized in the various ways indicated below:

1. Teacher aids were used in a variety of ways considered to be normal functions for such people working in that capacity in schools. This included preparation of materials, supervision of children in non-instructional areas, and under the direct supervision of a certified teacher, and assisting with the instructional program.

2. No non-aid or non-professional adults were involved in the program, except the Project Secretaries and terminal operators.

3. No volunteer workers were involved in the program.

4. The professional staff was used as follows:

   a. To conduct programs designed to acquaint schools with the project

   b. To instruct pupils

   c. To conduct in-service educational workshops for teachers and teacher aids

   d. To assist with the identification of migrant children

   e. To update records of migrant children

   f. To provide supplementary health services

A regular schedule of visits to the participating schools was established by the staff to maintain close contact with the tutorial programs in the local educational agencies. An example of the Educational Consultant's monthly visitation schedule may be found in Appendix F.

involved, the tutors, the elementary migrant children, and the control groups were tested before the program started and again at the termination of the program. One form of the Gates-MacGinitie Reading Test (Survey F) was used for the tutors and another form (Survey D) of this same test was used as the pre and posttest for the migrant children who were being tutored.

The Caruthersville Public Schools furnished the administrative direction for the program, assisted with scheduling, and provided an administrator to be on duty in the building during the tutoring sessions. The Educational Services and Records Center supplied diagnostic services, supervised the tutors on Tuesday and Thursday of each week, and provided them with a descriptive list of activities which might be utilized.

The Migrant Center Reading Clinician prescribed specific materials to be used by tutors as they worked with each student. This effort was highly individualized, each student was assigned a special set of materials with which to work, and each tutor received instruction in advance of each new endeavor. This instruction was based upon the Reading Clinician's weekly evaluation of migrant children's progress.

A unique feature of the program was that a high school tutor could earn a bonus at the end of the program. Bonuses were based upon progress made by migrant children, and progress was determined by administering a standardized test to the migrant children upon entering

the program and again at the end. The proposal for this program is included in Appendix G.

The differences in the pre and posttest scores were not considered to be significant. However, seven tutors earned a bonus. Two tutors were able to earn a $30.00 bonus each because the two elementary migrants tutored by them experienced a ten months gain collectively. Other tutors received bonuses in amounts ranging from $6.00 to $24.00.

The reviewers of the program are of the opinion that the idea is a good one, if the program had been longer in duration, and if the contact people had been given more time to work with the tutors different results may have been obtained.

Student Teachers as Instructors

A new summer school program was implemented in three school districts. This program used students who are enrolled at Southeast Missouri State College studying to become teachers.

Students selected to function as teachers of migrant children in these programs resided in the general area in which they were assigned to work. They had completed the third year of study in a teacher education program. Instruction was offered in a variety of areas.

It was believed that by utilizing young people preparing to become teachers they would become more interested in seeking employment in situations where they would have an opportunity to work with

this type of child. In addition, by using these young people from the immediate area it was hoped that the possibilities of enhancing pupil identification with the teacher would be much greater. This kind of identification could tend to provide a model more acceptable than those to which the pupils had previously been accustomed.

Information obtained through informal conferences with principals and superintendents of participating schools tended to indicate that this approach was successful.

XIX. PROGRAM CRITIQUE

When one visits the people in the local school districts who are directly involved and most affected by this program, when he observes the migrant children in the program who are obviously disadvantaged grow and develop, and when he examines the data and information contained in this report, it is obvious that the program is reaching and affecting those for whom it was designed in a positive manner.

Since many of the children involved in this program have had very few of the advantages afforded children from more affluent families, it would seem that any well planned and executed program would tend to place migrant children in a more favorable position to function more effectively in society. In the opinion of the evaluators, this kind of thing seems to be happening to these children.

Some of the best and most reliable information one can offer in the way of evidence to support the contention that the program continues to grow and be effective is that found in Appendix H which is the Annual Statistical Report prepared by the Center's professional staff.

According to this report there were 3,408 migrant children designated as such in Missouri during the 1971 Fiscal Year. Last year 2,622 were identified as migrants. One thousand and fifty-seven of the 3,408 migrant children identified were enrolled in the program during the regular school term, and 378 were enrolled during the summer school

term. None were found to be enrolled in a nonpublic school. Also, 1,144 were enrolled in grades K-8 during the regular term, and 113 were enrolled in secondary schools. All of the migrant children enrolled during the summer term were elementary pupils.

During the 1970-71 Academic Year and 1971 Summer Term, ninety-three state educational migrant program staff members were utilized. Forty-three worked during the regular school term, and fifty worked during the summer term. Thirty-one of the staff members who worked during the regular school term were elementary teachers, two were secondary teachers, and ten were aids. Whereas, during the summer school term fourteen were elementary teachers, two were paraprofessionals, thirty-three were aids, and one was a nonprofessional. These numbers represent an increase over last year, and it is evidence of another attempt to reach additional children on a more individual basis because individualized instruction seems to be more effective with migrant children. Also, because of this background and nature, these children seem to learn more efficiently, relate better to others, and improve more intellectually, if teachers work with them in very small groups or on an individual basis.

After spending much time visiting schools, and with the people involved in this program several strong features were discovered, and of course, some weaknesses were observed. Among the strong points

were those projects considered to be exemplary. They were the Materials Center Project, Migrant Student Records Workshop, and the Youth Tutor Migrant Children Project. The Materials Center Project and the Migrant Student Records Workshop were discussed in Section II of this report entitled Exemplary Projects, and the Youth Tutor Migrant Children Project was presented in Section XVIII--New Programs. Other strong points are the

1. Teacher-pupil ratio
2. Inservice training
3. Dissemination of information pertaining to the Program, and the
4. Overall program effectiveness

Areas functioning reasonably well, but in need of strengthening are as follows:

1. More elementary children need to be served
2. The Program should be expanded to include more secondary school students
3. There may need to be a closer coordination with other programs, particularly on the inter-state level
4. Nonpublic schools enrolling migrant children should be involved in the program
5. Community involvement in various aspects of the Program should be increased
6. Some reorganization of the current quarters to provide for better storage of supplies, etc., should occur

7. Staff utilization could be improved by increasing it so that present staff members are not spread quite so thin

Implications for Change Based on Fiscal Year 1971 Evaluation

On the basis of their experience, observations, and examination of the data available to the evaluation team the Educational Program for Migratory Children for the 1971 Fiscal Year and 1971 Summer School Term the changes suggested or implied below would seem to be desirable:

1. Constantly keep the Program Objectives for Migratory Children in terms of their special needs in mind and continue to strive toward their achievement

2. Include more migrant children in other areas of Missouri

3. Utilize the evaluation team more in an advisory capacity

4. Improve the evaluative instruments used to gather data pertaining to the Program, the procedure for organizing it, and the preservation of this data after it has been assembled

5. Continue to utilize student help in locating, assembling, and packaging materials for distribution to schools

6. The operation of more summer school programs

7. Develop a program for four and five year old children

8. Better meet the need of migrant children by providing more special services (dental, health care, clothing, etc.)

9. Schedule workshops at times other than at the end of the regular school day and evenings

10. Increase the opportunity for more complete physical examinations for migrant children

11. Develop closer home-school-Migrant Program ties

12. Since a predetermined amount of th[illegible]al Budget is spent on instructional mate[illegible]ls, the collection of materials available for use by migrant children will continue to increase in volume and scope.

13. Most of the schools in which migrant children are currently enrolled are located in the Southeast Missouri State College Service Area, and they are dependent upon that College for both pre and inservice education. Therefore, the activities carried out by the Project's staff is beneficial to both (Schools and College).

14. The assignment of the project to the Division of Education and Psychology is motivation for a better teacher education program for those who teach in the schools in which migrant children are enrolled.

Recommendations for Action for Fiscal Year 1972 as a Result of the Implications

This program is generally being operated very well, and those involved in its development are conscientious, competent, and dedicated. However, some recommendations which would enhance the effectiveness of the program are outlined below.

1. Involve more the eligible children in the program--especially junior and senior high students

2. Continue the attempt to identify migrant children in the nonpublic schools

3. Involve more parents of these children in the planning and execution aspects of the program

4. Better utilize the staff

5. Study the arrangement of the quarters in which the Center is housed for the purpose of better meeting storage needs

6. Further explore the possibilities of improving opportunities for migrant children to attend area vocational schools which are already established and in operation

7. Continue to operate the project on a contract basis between Southeast Missouri State College and the Missouri State Department of Education

8. Consider limiting tutorial, health, remedial reading, and other services unless funds are increased proportionally

9. Make the collection of instructional materials available to migrant children in any school in Missouri, if possible. This could better be accomplished by allocating more space in Kent Library to house additional materials, or by selecting a new location for the collection. Of course, this would by necessity entail additional staff to manage the collection.

10. Select and brief the evaluation committee at the beginning of each fiscal year

11. Employ a person part time to deliver books, materials, etc. This would relieve the supervisors and/or coordinators from this task so that their time and effort may be more effectively utilized.

12. Update the equipment needed to facilitate

additional participation in micro teaching activities

13. Develop a program designed to assist teachers, tutors, etc., in the identification of good teaching practices and how to analyze teaching behavior

14. Consider the addition of a qualified counselor to the staff to assist with

    a. Home visitation

    b. The interpretation of test results

    c. Program expansion and development

15. Explore the possibilities of utilizing the team teaching concept as the Migrant Center staff works with the teachers and tutors in the schools, and consider using the clinical approach to the solution of children's problems

Summer School Evaluation

Three hundred seventy-eight elementary migrant children were enrolled in the 1971 Summer School Term. They were taught by sixteen professionals, thirty-three aids, and assisted by one nonprofessional. The summer term began early in June and ended late in July. On-the-spot visits by the evaluation team revealed that the children enrolled were studying in such academic areas as the following:

1. Reading
2. Language Arts
3. Social Studies
4. Science

5. Math

In addition to the academic areas listed above many migrant children enrolled in the 1971 Summer School Term received instruction in art, music, and physical education.

The general overall program objectives for migrant children were to:

1. Raise their achievement level in the basic skill subjects
2. Assist them in the development of additional pride in their homes, community, and nation
3. Involve the participants in educational experiences designed for their level of achievement
4. Enrich their lives through experiences in special areas such as music and art
5. Involve them in a special program of health education and physical fitness
6. Instruct them about how they can become more effective contributors to home and family life by practicing safety, cleanliness, and sharing responsibilities

The Summer School Programs seemed to be well planned, the staff was properly assigned, and the facilities used were adequate. Scientific methods were used to identify the migrant children selected to participate in the programs, the children were carefully placed in the various grade levels, and flexibility was maintained throughout the term so that, if a child had been improperly placed, he could be moved to another group more in keeping with his level of academic performance.

The programs were financed reasonably well. However, some things could have been done that were not, if more funds had been included in the budget.

Staff members at the local level which included tutors and teacher aids were carefully selected, organized, and permitted to teach in the areas in which they were strong. Of course, in every instance of staff selection interest in working with migrant children was given a high priority.

The school day usually began somewhere between the hour of 7:30 to 8:30 a.m. and ended from 1:30 to 2:30 p.m. In addition to toilet breaks, juice or milk and cooky breaks were often scheduled in the middle of the morning. In several schools hot lunches were prepared and served to the children on the premises.

In general the instructional materials, equipment, and supplies used in the local school districts during the regular school year were utilized in the special summer programs. However, in some instances they were not appropriate to use in teaching migrant children. Therefore, the program could have been more effective, if more funds had been available with which to purchase instructional materials (hardware and software) more suited for this type of child.

Some general goals for the summer school term were listed earlier in this section. They outlined expectations for the children involved. On the basis of the information obtained by the Evaluation Committee by visiting the schools, and talking to pupils, tutors, teachers, administrators,

parents, and the Migrant Center staff it is the subjective conclusion of the Committee that the objectives were realized, and that the growth experienced by the migrant children enrolled more than offset the investment of effort and funds diverted to this aspect of the program.

Regular Year Student Progress in Instructional Activities

Instructional activities during the regular school year were numerous, and to present all the data which may be available from activities in areas such as English, social studies, math, etc., would be a major report in itself. Also, the manageability as well as the meaningfulness with which voluminous data may be presented often creates problems for those who examine reports. Therefore, as it was indicated in the design of the evaluation only data pertaining to the vocabulary and comprehension aspects of reading will be presented and analyzed in this section.

Pre and posttest were administered to migrant children in grades one through twelve. The thirteen school districts and number of children tested by school district may be found in Table VI. This table presents information on children who took both the pre and post reading tests. Many other migrant children took either the pre or posttest but they did not take both of them. Therefore, data for those children is not included in this analysis.

TABLE VI

A SUMMARY OF THE SCHOOL DISTRICTS AND THE TOTAL NUMBER OF MIGRANT CHILDREN WHO WERE ADMINISTERED BOTH THE PRE AND POST TEST IN READING

School District	Number Tested
Clarkton C-4	31
Delta R-V	24
Doniphan R-I	48
East Prairie R-II	26
Gideon No. 37	21
Neelyville R-IV	19
North Pemiscot R-I	95
Puxico R-VIII	18
Risco R-II	17
Senath C-8	17
Southland	56
South Pemiscot R-V	59
Twin Rivers R-X	48
TOTAL - 13	479

The Gates-MacGinitie Reading Test was the standardized instrument used in each of the various school districts to gather data on reading vocabulary and comprehension. It was usually administered to small groups. The data obtained from the use of the MacGinitie test were processed by computer.

In Tables VII through XIX may be found the number of migrant children tested by school district, grade level, the pre and posttest means for vocabulary and comprehension, and the results in terms of a mean gain or loss.

TABLE VII

GATES-MACGINITIE READING TEST RESULTS

FOR CLARKTON C-4 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
1	6	1.08	1.48	1.48	1.55	.40	.07		
2	10	1.36	1.50	1.47	1.44	.11			.06
3	5	1.60	1.98	2.24	2.46	.64	.48		
4	4	3.68	3.28	3.95	3.25	.27			.03
5	2	4.40	4.45	4.10	4.70		.25	.30	
6	4	4.18	3.68	4.58	4.03	.40	.35		

NOTE: This table should be read as follows: In grade one the six children tested experienced a mean gain of forty hundredths in vocabulary, and seven hundredths in comprehension during the regular school year. Tables VIII through XIX should also be read similarly.

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary except for the two in the fifth grade. In comprehension ten children in grade two and four in grade four experienced a loss. Seventeen of the thirty one (fifty-five percent) did experience a gain in comprehension, however.

TABLE VIII

GATES-MACGINITIE READING TEST RESULTS

FOR DELTA R-V SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
6	11	5.30	5.38	5.33	6.06	.03	.68		
7	5	4.92	5.92	6.32	5.10	1.40			.82
8	8	9.26	9.46	10.24	9.94	.98	.48		

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary and comprehension except five seventh graders who experienced a loss in comprehension.

TABLE IX

GATES-MACGINITIE READING TEST RESULTS

FOR DONIPHAN R-I SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	13	1.44	1.60	2.65	2.59	1.21	.99		
3	13	2.87	2.45	3.52	3.50	.65	1.05		
4	10	4.90	4.36	5.21	5.64	.31	1.28		
5	4	4.33	4.95	5.50	5.18	1.17	.23		
6	8	4.79	4.43	4.71	4.08			.08	.35

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary and comprehension except eight sixth graders who experienced a loss in vocabulary and comprehension.

TABLE X

GATES-MACGINITIE READING TEST RESULTS

FOR EAST PRAIRIE R-II SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
1	5	1.38	1.30	1.96	1.72	.58	.42		
2	4	1.58	1.68	2.53	2.43	.95	.75		
3	6	2.17	2.17	3.28	2.75	1.11	.58		
4	1	2.90	3.10	8.40	5.10	5.50	2.00		
5	3	5.13	4.40	4.50	5.83		1.43	.63	
6	7	4.57	5.00	5.90	6.81	1.33	1.81		

CONCLUSIONS: The children in this school district experienced a mean gain except three fifth graders who experienced a loss in vocabulary.

TABLE XI

GATES-MACGINITIE READING TEST RESULTS

FOR GIDEON #37 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	8	1.76	1.89	1.96	2.15	.20	.26		
3	7	3.21	2.97	3.31	2.94	.10			.03
4	3	3.40	3.43	3.77	3.57	.37	.14		
5	1	3.20	2.30	3.20	2.80		.50		
6	2	6.25	7.30	8.00	8.30	1.75	1.00		

CONCLUSIONS: The children in this school district experienced a mean gain except seven third graders who experienced a very small loss in comprehension.

TABLE XII

GATES-MACGINITIE READING TEST RESULTS

FOR NEELYVILLE R-IV SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	1	1.70	1.50	1.90	2.20	.20	.70		
3	3	4.27	4.13	5.20	4.47	.93	.34		
4	4	4.30	3.48	4.53	4.38	.23	.90		
5	4	5.08	4.33	5.93	5.15	.85	.82		
6	7	5.24	4.46	5.36	5.79	.12	1.33		

CONCLUSIONS: All of the children in this school district experienced a mean gain in vocabulary and comprehension.

TABLE XIII

GATES-MACGINITIE READING TEST RESULTS

FOR NORTH PEMISCOT R-I SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
1	8	1.28	1.36	1.58	1.66	.30	.20		
2	29	1.41	1.55	1.90	1.94	.49	.39		
3	15	1.86	2.50	2.76	2.85	1.10	.35		
4	23	3.40	2.79	3.49	3.41	.09	.62		
5	20	4.07	3.43	3.94	3.52		.09	.13	

CONCLUSIONS: The children in this school district experienced a mean gain except twenty fifth graders who experienced a small loss in vocabulary.

TABLE XIV

GATES-MACGINITIE READING TEST RESULTS

FOR PUXICO R-VIII SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	4	2.35	2.35	3.38	3.38	1.03	1.03		
3	3	2.80	2.97	3.43	3.37	.63	.40		
4	2	3.50	3.50	3.70	2.90	.20			.60
5	5	4.92	5.06	5.02	4.98	.10			.08
6	4	6.55	5.60	5.45	6.95		1.35	1.10	

CONCLUSIONS: The children in this school district experienced a mean gain except two fourth, five fifth, and four sixth graders. The fourth and fifth graders experienced a loss in comprehension, and the sixth graders experienced a loss in vocabulary. The loss in comprehension by the fifth graders was very small.

TABLE XV

GATES-MACGINITIE READING TEST RESULTS

FOR RISCO R-II SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	5	1.90	1.44	2.28	2.06	.38	.62		
3	3	2.73	1.77	3.53	3.80	.80	2.03		
4	2	3.10	2.75	3.60	3.90	.50	1.15		
5	1	4.00	3.40	6.00	5.80	2.00	2.40		
6	6	5.10	5.38	6.80	7.47	1.70	2.09		

CONCLUSIONS: All of the children in this school district experienced a mean gain in vocabulary and comprehension.

TABLE XVI

GATES-MACGINITIE READING TEST RESULTS

FOR SENATH C-8 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	7	1.23	1.67	2.41	2.74	1.18	1.07		
3	4	2.00	2.20	2.85	4.00	.85	1.80		
4	6	3.82	3.53	3.83	3.97	.01	.44		

CONCLUSIONS: All of the children in this school district experienced a mean gain in vocabulary and comprehension.

TABLE XVII

GATES-MACGINITIE READING TEST RESULTS

FOR SOUTHLAND C-? SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	5	1.46	1.50	2.02	2.22	.56	.72		
3	3	2.37	2.27	3.00	2.87	.63	.60		
4	6	3.17	2.77	4.18	3.62	1.01	.85		
5	11	3.57	2.87	3.89	3.40	.32	.53		
6	5	4.82	3.82	5.32	4.30	.50	.48		
7	8	5.44	5.36	5.95	5.20	.51			.16
8	2	5.20	4.35	5.35	4.45	.15	.10		
9	7	8.06	8.53	7.79	8.60		.07	.27	

TABLE XVII (cont.)

GATES-MACGINITIE READING TEST RESULTS

FOR SOUTHLAND C-9 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
10	3	8.50	8.60	8.80	8.97	.30	.37		
11	4	7.40	7.18	6.75	5.60			.65	1.58
12	2	12.20	12.90	12.20	8.50				4.40

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary and comprehension except eight seventh graders who experienced a slight loss in comprehension, seven ninth graders who experienced a loss in vocabulary, four eleventh graders who experienced a loss in vocabulary and comprehension, and two twelfth graders who did not experience any gain in vocabulary, but did experience a sizeable loss in comprehension. In fact, this loss is so great that there is some doubt in the minds of the evaluators relative to the validity of the data.

TABLE XVIII

GATES-MACGINITIE READING TEST RESULTS

FOR SOUTH PEMISCOT R-V SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
2	19	1.66	1.72	1.88	1.98	.22	.26		
3	11	2.02	2.29	2.84	3.12	.82	.73		
4	8	3.28	2.95	3.13	3.11		.16	.15	
5	13	2.50	1.85	2.85	2.89	.35	1.04		
6	8	2.23	2.23	2.33	2.38	.10	.15		

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary and comprehension except eight fourth graders who experienced a small loss in vocabulary.

TABLE XIX

GATES-MACGINITIE READING TEST RESULTS

FOR TWIN RIVERS R-10 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
1	1	1.00	1.00	1.30	1.20	.30	.20		
2	3	1.30	1.82	1.65	1.72	.35			.10
3	3	2.75	2.50	3.15	2.60	.40	.10		
4	3	3.47	3.05	3.52	3.05	.05			
5	7	4.85	5.30	4.95	5.27	.10			.03
6	8	4.94	4.64	4.70	5.25		.61	.24	
7	10	5.99	6.26	6.67	6.39	.68	.13		
8	7	6.09	6.03	6.00	6.52		.49	.09	

TABLE XIX (cont.)

GATES-MACGINITIE READING TEST RESULTS

FOR TWIN RIVERS R-10 SCHOOL DISTRICT

Grade Level	Number of Pupils Tested	MEANS				RESULTS			
		PRETEST		POSTTEST		GAIN		LOSS	
		Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension
9	6	7.20	6.35	7.25	6.25	.05			.10

CONCLUSIONS: The children in this school district experienced a mean gain in vocabulary and comprehension except eight sixth graders and seven eighth graders who experienced a loss in vocabulary, and three second graders, seven fifth graders, and six ninth graders who experienced a small loss in comprehension.

XX. SUMMARY AND CONCLUSIONS

Summary

One requirement in the application for a program grant for the special educational needs of migrant children provided for an evaluation of the program in terms of its objectives.

The immediate program objectives for migrant children in Missouri follow:

1. To raise the educational level of the participating migrant children to that of other children in their age group
2. To establish and maintain a complete set of educational and health records for each migrant child in Missouri
3. To screen and refer migratory children needing health services to the proper authorities for treatment
4. To instill within the parents and children the desire and need for acquiring a secondary school education
5. To provide special assistance to migrant children's parents, their teachers, and the children themselves as the need arises

Although this was a state-wide program designed to accommodate migrant children in both public and nonpublic schools, the majority of children served in the program were located in the "Bootheel" section of Southeast Missouri, and all of them were enrolled in public schools.

This evaluation covers the 1971 Fiscal Year which began July 1,

1970, and in addition to the regular school term an evaluation of the summer term program which began in July, 1971, and ended August 31, 1971, is included.

Data for this evaluation were based on information obtained from visits and interviews conducted in various school districts, and records, reports, and test results which were used to substantiate the on-the-spot visits.

Some of the data used in the evaluation were gathered at the beginning, some during, and the balance was obtained at the end of the 1970-71 Academic Year or during the summer school term.

The Gates-MacGinitie Reading test was the instrument used as a pre and posttest to gather the data presented as evidence of instructional progress. Test scores were assembled by school district and grade level, and they were fed into the computer for processing. The results were reported in Section XIX of this report.

Conclusions

Based upon the data assembled and presented in this report, the following conclusions appear to be reasonable and justifiable:

1. The goals and purposes of the Educational Program for Migratory Children were generally realized

2. If funds permit, expand the program to include more eligible children

3. Progress in the achievement level of Migrant children in the area of reading was realized

4. The professional staff who operate the Center are conscientious, competent, and dedicated

5. The high level cooperation existing between the Migrant Center Staff from Southeast Missouri State College and the Missouri State Department of Education facilitated the effectiveness of the program

6. This method of educating migrant children seemr to be an effective means of improving opportunities for them

7. The Migrant Center should continue to operate under a contractual arrangement similar to the one now in existence between the Missouri State Department of Education and Southeast Missouri State College

8. In terms of the special opportunities made available to the migrant children participating in the program, and the growth experienced on their part, the investment in the program is warranted

APPENDICES

APPENDIX A

STUDENT ENROLLMENT TRANSMITTAL

UNIFORM MIGRANT STUDENT TRANSFER FORM

Current Date: _____

STUDENT ENROLLMENT TRANSMITTAL

SCHOOL DISTRICT NAME: _____ SCHOOL PLANT NAME: _____

STUDENT INFORMATION:

NAME			SEX		BIRTHDATE			VERIFIED BY				PLACE OF BIRTH		
Last	First	M.I.	M	F	Mo	Day	Yr	B.C.	Doc.	Oth.	None	City	County	St

PRESENT GRADE LEVEL: _____ STUDENT I.D. (If Known) _____

PARENT INFORMATION:

NAME			ADDRESS				RELATION			HEAD OF HOUSEHOLD	OCCUPA. CODE
Last	First	M.I.	Street	City	St.	Zip	M	F	G	Check	Designate

Date Enrolled
Mo. / Day / Year

School Previously Attended		
School Name	City	State

Educational Service & Records Center
for Migratory Children of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

Telephone: 314 334-6917

Key to Occupation Code:

01 - Harvesting or Picking (Hand)
02 - Harvesting or Picking (Machine)
03 - Equipment Operator
04 - Pruning
05 - Cultivation (Hand)
99 - Other

97

85

TRANSACTION CODE

UNIFORM MIGRANT STUDEN

	STUDENT - LAST NAME	STUDENT FIRST - MIDDLE INIT.	SEX	BIRTHDATE MO. DA. YR.	VERIFIED BY B. CERT. DOCU. OTHER NONE
K1.					

S1.	SCHOOL 1 →			
P1.	PARENT GUARDIAN			
P2.	PARENT GUARDIAN			
S2.	SCHOOL 2 →			
P3.	PARENT GUARDIAN			
P4.	PARENT GUARDIAN			
S3.	SCHOOL 3 →			
P5.	PARENT GUARDIAN			
P6.	PARENT GUARDIAN			
S4.	SCHOOL 4 →			
P7.	PARENT GUARDIAN			
P8.	PARENT GUARDIAN			

	SCHOOL IDENTIFICATION	TYPE EXAM 1 2 3 4 ← TH TYPE	DATE ADM MO / YR	ABNORMAL YES NO	RECOM TRT CODE	ACTUAL TRT CODE	DATE TRT START MO/YR	DATE TRT COMP MO/YR	FOLL UP LIN NO.
H1.		N-NEG							
H2.		P-POS							
H3.		A-ACT							
H4.									
H5.									
H6.									

* SPECIFY CONDITION MARKED URGENT ON LINE NUMBER

	SCHOOL IDENTIFICATION	TEST NAME CODE	FORM	TEST LEVEL CODE	DATE MO/YR	SCORE	SCORE TYPE R/S	%	G/E	S	O
T1.											
T2.											
T3.											
T4.											
T5.											
T6.											

SCORE TYPE DEFINITION
R/S-RAW SCORE
% - PERCENTILE
G/E - GRADE EQUIVALENT
S - STANINE
O - OTHER

SCH NO.	0	1	2	3	4
E1					
E2					
E3					
E4					

TEST T7. 16.
NAME T8. 17.

	STUDENT - LAST NAME	STUDENT FIRST - MIDDLE INIT.	SEX	BIRTHDATE MO DA YR	VERIFIED BY B. CERT. DOCU. OTHER NONE

	SCHOOL NO.	READING ABILITY 01 NON READER	BELOW AVERAGE	AVERAGE	SKILLED	SPECIFIC COMPREHENSION SKILLS 02 GETS MAIN IDEA	03 RECALLS DETAILS	04 FOLLOW SEQUENCE EVENTS	05 VOCAB KNOWLEDGE	06 ABIL TO INFER MEANING	SPECIFIC WORD ATTACK SKILLS & DIFFICULTIES 07 KNOWS BEGIN END SOUNDS	08 PAYS ATTEN TO SYLLABLES	09 USES CONTEXT CLUES	10 SPEED OF RECOG	11 SOUND DISCRIMINATION	PRIMARY LANGUAGE 12 ENGLISH	SPANISH	OTHER	AB C E DIFFICULT
						WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	WEAK / STRONG	1	2	3	
R1.	1																		
R2.	2																		
R3.	3																		
R4.	4																		

	SCHOOL NO.	CREATIVE: DRAWING 01 ABILITY INTEREST 1 / SOME 2 / STRONG 3	PAINTING 02 ABILITY INTEREST 1 / SOME 2 / STRONG 3	CARVING ABILITY INTEREST 1 / SOME 2 / STRONG 3	CREATIVE WRIT. NO. 04 ABILITY INTEREST 1 / SOME 2 / STRONG 3	MUSIC 05 ABILITY INTEREST 1 / SOME 2 / STRONG 3	DRAMA 06 ABILITY INTEREST 1 / SOME 2 / STRONG 3	SCIENCE: INDUSTRIAL ARTS 07 ABILITY INTEREST 1 / SOME 2 / STRONG 3	HOME ECONOMICS 08 ABILITY INTEREST 1 / SOME 2 / STRONG 3	NATURAL SCIENCE 09 ABILITY INTEREST 1 / SOME 2 / STRONG 3	SOCI SCIEN 10 A INTEREST 1 / SOME 2
W1.	1										
W2.	2										
W3.	3										
W4.	4										

T TRANSFER FORM

BIRTHPLACE - CITY	BIRTHPLACE - COUNTY	STATE	CNTRY.	STUDENT NO.

SCHOOL NO. 1

SCHOOL NO. 2

SCHOOL NO. 3

SCHOOL NO. 4

INOCULATION OR VACCINATION	SERIES NO.	DATE ADM. MO/YR	NEXT INOCULATION DATE MO./YR
101 DPT			
102 DT			
103 MEASLES (GERMAN)			
104			
105 MEASLES (REG.)			
106			
107 MUMPS			
108 POLIO (INOCULATION)			
109			
110 POLIO (ORAL)			
111			
112 TETANUS			
113 INFLUENZA			
114 TYPHOID PARA-TYPHOID			
115			
116 SMALLPOX			
117			

C101 ALLERGY	
C102 EPILEPSY	
C103 DIABETES	
C104 RHEUMATIC HEART	
C105 OTHER HEART	
C106 LUNG (NOT T.B.)	
C107 ASTHMA	
C108 HEMOPHILIA	
C109 ANEMIA	
C110 NERVOUS STOMACH	
C111 DRUG SENSITIVITY	
C112	

TYPE	DATE MO/YR
PHYSICAL	
VISUAL	
AUDIO	
DENTAL	
T.B.	

BIRTHPLACE - CITY	BIRTHPLACE - COUNTY	STATE	CNTRY.	STUDENT NO.

ILITY TO OMM. IN NGLISH 13		SPEECH DISORDER 14			HEARING DISORDER 15			UNDERSTAND DIRECTIONS 16			MATH. COMP. 17			COMP. OSITION 18			SCIENCE 19			SOCIAL STUDIES 20			MATH. CONCEPTS 21		
AVERAGE 2	SKILLED 3	SEVERE 1	MILD 2	NONE 3	SEVERE 1	MILD 2	NONE 3	POOR 1	FAIR 2	GOOD 3	DIFFICULT 1	AVERAGE 2	SKILLED 3	DIFFICULT 1	AVERAGE 2	SKILLED 3	DIFFICULT 1	AVERAGE 2	SKILLED 3	DIFFICULT 1	AVERAGE 2	SKILLED 3	DIFFICULT 1	AVERAGE 2	SKILLED 3

	MATH 11			MYSTERIES ADVENTURE 12			BIOGRAPHY 13			READING NON-FICTION 14			SCIENCE 15			SPORTS 16			SPORTS GROUP SPORTS 17			SPORTS INDIVIDUAL SPORTS 18		
ABILITY				ABILITY			ABILITY			ABILITY			ABILITY			ABILITY			ABILITY			ABILITY		
STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3	INTEREST 1	SOME 2	STRONG 3

APPENDIX B

LETTER PERTAINING TO THE LOCATION OF MIGRATORY CHILDREN OF MIGRATORY AGRICULTURAL WORKERS (SEVEN POINT PROGRAM)

HUBERT WHEELER
COMMISSIONER

Elementary and Secondary
Education Act of 1965
(Public Law 89-10)

Area Code 314
Phone 635-8125

STATE DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
JEFFERSON BUILDING
P. O. BOX 480
JEFFERSON CITY, MISSOURI 65101

October 8, 1970

TO: Superintendents of Schools

FROM: John T. Lawrence, Coordinator, Public Law 89-10

SUBJECT: Locating Migratory Children of Migratory Agricultural Workers

One of the Amendments to Title I, P. L. 89-10, provides payments to state Departments of Education for assistance in providing for special educational needs of migratory children of migratory agricultural workers.

A migratory child of a migratory agricultural worker is a child who has moved from one district to another during the current year with a parent or guardian who was seeking or acquiring employment in agriculture, including related food processing activities such as canning.

An educational service and record center has been established by the Southeast Missouri State College at Cape Girardeau, Missouri, through a grant award from the Missouri State Department of Education at Jefferson City, Missouri, to develop, administer, and operate the migratory program for the State of Missouri.

One of the big problems in meeting the needs of migratory children has been obtaining an educational and health record of their previous experiences. All to often the migratory child has withdrawn from school before such a record could be obtained. To correct this problem the National Migratory Data Bank has been established at Little Rock, Arkansas. We are serving as a pilot state and three operators have been employed to transmit information to the bank.

Before it is possible to provide for the special educational needs of migratory children of migratory agricultural workers it is necessary to locate such children. During the past four years an effort has been made to do this and many have been located and records for them established. The records we have are being transmitted at the present time to the National Migratory Data Bank.

We are requesting your assistance in locating additional migratory children by completing the enclosed postal card and returning it to this office. Some schools have already submitted this information for this school year (1970-71) and they should ignore this request.

We appreciate the help you have already given us in developing an educational program for migratory children of migratory agricultural workers in the State. We now know some of the activities we can conduct that will benefit such children.

The following services are available to all migratory children in the state.

1. All school and health record forms established will be transmitted to the National Migratory Data Bank.

2. All schools in the State conducting instructional programs for migratory children will be provided with a list of instructional materials that have been carefully selected for use in the migratory program. All such schools will be entitled to borrow these instructional materials from the Education and Record Center for use by migratory children.

3. Provided funds are not available from any other source, health services such as clothing, dental care, eye glasses, hearing aids, and vaccinations will be available to all migratory children in the State.

4. Funds will be made available to local school districts to employ tutors for all educationally deprived migratory children in the State.

5. The staff of the Education and Record Center will be available to conduct workshops for administrators, teachers, tutors and teacher aides (working with migratory children) provided twenty or more such persons enroll in the workshop. The mobile video-tape system will be available for the workshops.

6. One of the diagnostic reading mobile units will be sent to any location in the State where twenty or more migratory children can be brought to one center.

7. Funds will be made available to local school districts to conduct summer programs for educationally deprived migratory children.

We believe our budget for FY 71 will permit us to conduct all of the above activities for the entire fiscal year. However, if sufficient funds are not available the activities will be conducted to the extent possible.

Enclosure: Postal Card

A migratory child of a migratory agricultural worker is a child who has moved from one district to another during the current year with a parent or guardian who was seeking or acquiring employment in agriculture, including related food processing activities such as canning.

Number of such children enrolled at the present time_____

School District_____

Address_____

Name_____ Position_____

APPENDIX C

INSERVICE WORKSHOP PROGRAMS

MIGRANT CHILDREN OF MISSOURI
Reading and Mathematics Workshop
Summersville, Missouri
September 15, 1970

Group Leaders:

Mrs. Lorena Coffman - Diagnostic and Corrective Reading in the Classroom
a. Hints for diagnosing
b. Grouping as a technique

Mrs. Ida Fulton - An Instrument for Corrective Teaching of Reading (informal inventory for determining reading levels)
a. Individual techniques
b. Group techniques
c. Preparation

Mr. William Conrow - Mathematical Facts for Primary Grades
a. Computational skills
   1. Base five
   2. Cuesinaire's rods
b. Computational skills in subtraction

Conduct of Workshop

2:15 - 2:20	Large group instruction
2:20 - 2:53	Group 1 - Coffman Group 2 - Fulton Group 3 - Conrow
2:53 - 3:26	Group 1 - Conrow Group 2 - Coffman Group 3 - Fulton
3:26 - 3:59	Group 1 - Fulton Group 2 - Conrow Group 3 - Coffman
3:59 - 4:15	Large group instruction on the uniform migrant record

Special needs which Summersville will provide:

1. Three classrooms in close proximity
2. All workshop participants together in one of the three classrooms at 2:15.

AGENDA

WORKSHOP FOR REMEDIAL READING TEACHERS

Senath-Hornersville High School Library
Senath, Missouri

1:30-3:00 p.m. - September 28, 1970

1:30 - 1:50	Mr. Reed of Reed Audio Visual will explain the use of and demonstrate the Aud-X and its supporting programs.
1:50 - 2:20	Laboratory experiences for the teachers to manipulate the Aud-X. Mr. Reed and the migrant reading clinicians will be available at this time.
2:20 - 2:30	Mrs. Coffman of the migrant center will review uses of the controlled reader.
2:30 - 2:40	Mrs. Fulton of the migrant center will review uses of the Tach-X.
2:40 - 3:00	A brief 20 minute laboratory period with the teachers using the controlled readers and the Tach-X. During this laboratory period the teachers will work with the machine of their choice.

AGENDA

TUTORIAL WORKSHOP

Senath-Hornersville High School Library
Senath, Missouri

3:30-5:00 p.m. - September 28, 1970

3:30 - 3:40	Bill Conrow, Migrant Center Educational Consultant, will introduce the personnel and the format of the workshop. Mr. Conrow will also bring tutors up-to-date on the uniform migrant record system.
3:40 - 3:50	Mrs. Coffman will review some specific reading problems and how the controlled reader might be used to alleviate these problems.
3:50 - 4:00	Mrs. Fulton will review the operational of the Tach-X and its significance as a tool for the reading teacher.
4:00 - 4:20	Mr. Reed of Reed Audio Visual will review technical points concerning the use of both the controlled reader and the Tach-X.
4:20 - 5:00	A laboratory period where tutors will be able to use the equipment. Enough equipment will be available so that each tutor can have several practical manipulative experiences. Mr. Reed and our clinicians will serve as resource people during this laboratory period.

AGENDA

WORKSHOP FOR READING TEACHERS

Delta C-7 Braggadocio Cafeteria
Braggadocio, Missouri

2:00-3:15 - September 29, 1970

2:00 - 2:05	Bill Conrow, M igrant Center Educational Consultant, will introduce the personnel and the format of the workshop. Mr Conrow will describe the interest of Migrant education.
2:05 - 2:15	Mrs. Coffman will review some specific reading problems and how the controlled reader might be used to alleviate these problems.
2:15 - 2:25	Mrs. Fulton will review the operation of the Tach-X and its significance as a tool for the reading teacher.
2:25 - 2:45	Mr. Reed of Reed Audio Visual will review technical points concerning the use of both the controlled reader and the Tach-X.
2:45 - 3:15	A laboratory period where tutors will be able to use the equipment. Enough equipment will be available so that each tutor can have several practical manipulative experiences. Mr. Reed and our clinicians will serve as resource people during this laboratory period.

AGENDA

TUTORIAL WORKSHOP

Delta C-7 Braggadocio, Missouri
Braggadocio, Missouri
3:30-5:00 p.m. - September 29, 1970

3:30 - 3:40	Bill Conrow, Migrant Center Educational Consultant, will introduce the personnel and the format of the workshop. Mr. Conrow will describe the interest of Migrant education.
3:40 - 3:50	Mrs. Coffman will review some specific reading problems and how the controlled reader might be used to alleviate these problems.
3:50 - 4:00	Mrs. Fulton will review the operation of the Tach-X and its significance as a tool for the reading teacher.
4:00 - 4:20	Mr. Reed of Reed Audio Visual will review technical points concerning the use of both the controlled reader and the Tach X.
4:20 - 5:00	A laboratory period where tutors will be able to use the equipment. Enough equipment will be available so that each tutor can have several practical manipulative experiences. Mr. Reed and our clinicians will serve as resource people during this laboratory period.

AGENDA

WORKSHOP FOR READING TEACHERS

Gideon High School Cafeteria
Gideon, Missouri
1:30-3:00 p.m. - September 30, 1970

1:30 - 1:35	Bill Conrow, Migrant Center Educational Consultant, will introduce the personnel and the format of the workshop. Mr. Conrow will describe the interest of Migrant education.
1:35 - 1:45	Mrs. Coffman will review some specific reading problems and how the controlled reader might be used to alleviate these problems.
1:45 - 1:55	Mrs. Fulton will review the operation of the Tach-X and its significance as a tool for the reading teacher.
1:55 - 2:15	Mr. Reed of Reed Audio Visual will review technical points concerning the use of both the controlled reader and the Tach-X.
2:15 - 3:00	A laboratory period where tutors will be able to use the equipment. Enough equipment will be available so that each tutor can have several practical manipulative experiences. Mr. Reed and our clinicians will serve as resource people during this laboratory period.

AGENDA

TUTORIAL WORKSHOP

Gideon High School Cafeteria
Gideon, Missouri
3:30-5:00 - September 30, 1970

3:30 - 3:40	Bill Conrow, Migrant Center Educational Consultant, will introduce the personnel and the format of the workshop. Mr. Conrow will describe the interest of Migrant education.
3:40 - 3:50	Mrs. Coffman will review some specific reading problems and how the controlled reader might be used to alleviate these problems.
3:50 - 4:00	Mrs. Fulton will review the operation of the Tach-X and its significance as a tool for the reading teacher.
4:00 - 4:20	Mr. Reed of Reed Audio Visual will review technical points concerning the use of both the controlled reader and the Tach-X.
4:20 - 5:00	A laboratory period where tutors will be able to use the equipment. Enough equipment will be available so that each tutor can have several practical manipulative experiences. Mr. Reed and our clinicians will serve as resource people during this laboratory period.

EAST PRAIRIE WORKSHOP
October 6, 1970

Schedule

8:25 - 9:25 Sixth grade teachers - Five present

9:45 - 10:45 Fifth grade teachers - Five present

12:50 - 1:50 Fourth grade teachers - Five present

2:10 - 3:10 Third grade teachers - Five present

In each section an informal discussion of problems encountered by the teachers in mathematics was held. Also new materials were presented where appropriate.

Problems and materials discussed--

1. The emotional and family problems encountered by students
2. The inability of certain students to master the addition and multiplication facts
3. Cuisenaire rods
4. Multibased arithmetic blocks
5. Geoboards
6. Napier's Rods

CARDWELL IN-SERVICE MEETING
December 7, 1970

Consultant: Bill Conrow

Title: Mathematics for the Slow Learner

I. Introduction

II. Characteristics of a slow learner
   A. Lacks motivation
   B. Needs Success experiences
   C. Enjoys working with his hands

III. Materials that can be used with slow learners
   A. Cuisenaire rods
   B. Geoboards
   C. Other concrete materials
   D. Flash cards
   E. Codes
   F. Slide rules

IV. Conclusion

Twenty-six elementary and junior high teachers present

Evaluation on a 10 point scale

1. This workshop was relevant to problems I encounter in the classroom. 8.12
2. This workshop was informative. 9.60
3. Overall I would rate this workshop. 9.36

AGENDA

WORKSHOP FOR MIGRANT TUTORS

"Teacher-Made Materials For Teaching Reading"

Southland Junior High Music Room
Cardwell, Missouri
1:00-3:00 P.M. - January 25, 1971

1:00-1:30 - Mrs. Coffman will demonstrate the following teacher-made instructional materials and games:

1. Lucky Wheel (Phonics)
2. Darts (Phonics)
3. Word Fishing (Sight Words)
4. This to That (Phonics)
5. Authors (Phrase Reading)

1:30-2:00 - Mrs. Fulton will demonstrate the following teacher-made instructional materials and games:

1. Word-o (Sight Words)
2. Football (Vocabulary Words)
3. Magic E (Phonics)
4. Spin the Wheel (Phonics)
5. Hand Tachistoscope (Sight Words)

2:00-3:00 - Tutors will be provided materials to make the teaching aids they feel will benefit their students.

AGENDA

WORKSHOP FOR MIGRANT TUTORS

"Teacher-Made Materials For Teaching Reading"

Cooter High School Library
Cooter, Missouri
1:00-3:00 P.M. - January 26, 1971

1:00-1:30 - Mrs. Coffman will demonstrate the following teacher-made instructional materials and games:

1. Lucky Wheel (Phonics)
2. Darts (Phonics)
3. Word Fishing (Sight Words)
4. This to That (Phonics)
5. Authors (Phrase Reading)

1:30-2:00 - Mrs. Fulton will demonstrate the following teacher-made instructional materials and games:

1. Word-o (Sight Words)
2. Football (Vocabulary Words)
3. Magic E (Phonics)
4. Spin the Wheel (Phonics)
5. Hand Tachistoscope (Sight Words)

2:00-3:00 - Tutors will be provided materials to make the teaching aids they feel will benefit their students.

AGENDA

WORKSHOP FOR MIGRANT TUTORS

"Teacher-Made Materials For Teaching Reading"

Ross Junior High Library
Wardell, Missouri
1:00-3:00 P.M. - January 27, 1971

1:00-1:30 - Mrs. Coffman will demonstrate the following teacher-made instructional materials and games:

1. Lucky Wheel (Phonics)
2. Darts (Phonics)
3. Word Fishing (Sight Words)
4. This to That (Phonics)
5. Authors (Phrase Reading)

1:30-2:00 - Mrs. Fulton will demonstrate the following teacher-made instructional materials and games:

1. Word-o (Sight Words)
2. Football (Vocabulary Words)
3. Magic E (Phonics)
4. Spin the Wheel (Phonics)
5. Hand Tachistoscope (Sight Words)

2:00-3:00 - Tutors will be provided materials to make the teaching aids they feel will benefit their students.

AGENDA

WORKSHOP FOR MIGRANT TUTORS

"Teacher-Made Materials For Teaching Reading"

Doniphan Administration Building
Doniphan, Missouri
1:00-3:00 P.M. - January 28, 1971

1:00-1:30 - Mrs. Coffman will demonstrate the following teacher-made instructional materials and games:

1. Lucky Wheel (Phonics)
2. Darts (Phonics)
3. Word Fishing (Sight Words)
4. This to That (Phonics)
5. Authors (Phrase Reading)

1:30-2:00 - Mrs. Fulton will demonstrate the following teacher-made instructional materials and games:

1. Word-o (Sight Words)
2. Football (Vocabulary Words)
3. Magic E (Phonics)
4. Spin the Wheel (Phonics)
5. Hand Tachistoscope (Sight Words)

2:00-3:00 - Tutors will be provided materials to make the teaching aids they feel will benefit their students.

APPENDIX D

WORKSHOP EVALUATION INSTRUMENT

EVALUATION OF WORKSHOP

Would you please answer the following questions by circling the appropriate number. Ten would be excellent down to one as poor.

1. This workshop was relevant to problems I encounter in the classroom.

   1 2 3 4 5 6 7 8 9 10

2. This workshop was informative.

   1 2 3 4 5 6 7 8 9 10

3. Over all I would rate the workshop.

   1 2 3 4 5 6 7 8 9 10

4. The beginning time of this workshop was satisfactory.

   1 2 3 4 5 6 7 8 9 10

5. The length of this workshop was adequate.

   1 2 3 4 5 6 7 8 9 10

6. Optional: What kinds of materials and/or subjects would you like to see made a part of a future workshop?

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX E

COVER LETTER

HEALTH SERVICE POLICIES

INSTRUCTIONS FOR HEALTH REFERRAL FORM

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEMS

APPROVAL FORM

PROJECT NURSE'S HEALTH SERVICES SUMMARY REPORT

SOUTHEAST MISSOURI STATE COLLEGE
MARK SCULLY, PRESIDENT
CAPE GIRARDEAU, MISSOURI 63701

**Educational Services and Record
Center for Migratory Children
of Missouri**

TO: The School Nurse or Person Concerned with Health Problems of Migrant Children.

Funds will be available to procure professional services for migrant children needing health care in the fiscal year 1970-71.

This packet includes all information that will be needed by the school to apply for assistance with these health problems. In this packet you will find a Health Policy Statement, Instructions for Health Referral Forms, 25 Health Referral Forms and a letter which should be self-addressed and returned with the completed Health Referral Form.

It is our hope that when health problems arise and there is no other resource, the Educational Services and Records Center for Migratory Children will be called upon for assistance. Provision has been made to cope with one of the largest problems migrant children have-- poor health. The Center exists to help schools devise ways to help migrant children maintain and continue their education in spite of the many disadvantages involved in their life style.

Requests for health services will be carefully considered. Do not hesitate to refer your health problems to the Center.

Educational Services and Records Center
for Migratory Children

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Records Center for Migratory Children:

A. The Educational Services and Records Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and American Association of School Administrators in 1961 . . .

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason. . . . Basic to this development is physical health, since disease, defects or disability may interfere with learning. . . ."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for M igratory Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservoir and will be used only after all community, school and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the Project - Title I, Elementary and Secondary Education Act, PL 89-10 as amended by PL 89-750.

> "Any child who attends at least two schools during the school year as a result of his parents or guardian moving to seek or acquire employment in agriculture or agriculturally related occupations."

C. Before services are rendered, the child must be identified by filling out the Transfer Record for Migratory Children by the school the child is attending and returning the Transmittal to the Records Center.

D. The schools eligible for the program will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. The possibility of referral of this health problem to a local agency, service club, etc., should be checked before referral to the Migrant Program is made. After this is done and no assistance is forthcoming, this referral should then be sent to the Educational Services and Records Center for Migratory Children. If it is found that this program is the only resource open to the child, initial examination by the proper medical services will be authorized.

If extensive care is needed, an estimate will be required and will be approved or denied before work is continued.

When all of the above qualifications are met--the Educational Services and Records Center will be able to provide for:

1. Visual examination and corrective glasses, if needed.

2. Dental examination and repair (with approval of submitted estimate of services to be rendered.)

3. Medication to control, alleviate or prevent disease.

4. Operations which would enable the child to take advantage of educational opportunities. Such as, tonsillectomy, adenoidectomy and hernia repair.

5. Emergency care of accidents.

6. Dental care equipment (tooth brushes).

NOTE: All of the above items are subject to approval by the Administrative Staff of the Migratory Program.

Kindergarten through high school children are eligible. Pre-school children can be served if they will be entering school the following year and their health problem would be a severe handicap to entering school and taking advantage of our primary aim--education.

INSTRUCTIONS FOR HEALTH REFERRAL FORM

In order to secure health services for the children identified as migrant in your school district, a Health Referral Form should be completed by the school nurse or person concerned with the health problem, (teacher, health aide, etc.)

This form should be as complete as possible including complete name, date of birth, address, date enrolled, school, grade, parents name and other children in the family. The disability should be described as nearly as possible. The date of the last examination and physician should appear on the referral.

This is followed by "Recommendations for Services Required" and pertains to what needs to be done to bring about more desirable health for this child (example, needs complete physical and immunizations brought up-to-date).

The name of the physician who will be attending the child should be included if possible. An estimate of the total fee for the services to be rendered should be included. Example; initial exam for dental work including full mouth X-rays $15.00; or examination and glasses, if needed, exam $10.00, glasses $23.00. (The referring party should include the names of any other agencies or civic groups contacted for assistance with these services).

The last portion of the Referral (enclosed in a box) will be filled out by the Migrant Center as requests are fulfilled.

The letter enclosed with the Health Referral should be returned with this Referral. The return address must be filled in. This will be sent to you indicating approval or denial of your request.

It will be the responsibility of the school or referring party to make arrangements for appointments and transportation, if parents are unable to do this.

Bills should be sent by the physician to the school referring the child. The school should then forward this statement for services to the Educational Services and Records Center for Migratory Children for payment.

I.D.#_____

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by_____ Date_____

Child's Name_____ Date of Birth_____

Address_____ Phone_____
No. Street Town

Date Enrolled_____ School_____ Grade_____

Father's Name_____ Occupation_____

Mother's Name_____ Occupation_____

Other Children in Family -

Names	Date of Birth	Names	Date of Birth

Disability -

Vision 20/ (R) 20/ (L)

Dental_____

Hearing_____

Other_____

_____

_____

Date of Last Examination_____ By Whom_____

Referral - Health Problems
Page # 2

Recommendations for Services Required_____

_____

_____

_____

Attending Physician_____

Estimate of Total Fee for Service_____

_____

_____

Other Resources Contacted and Description of Assistance Received, if any:

1._____ 3._____

2._____ 4._____

FOR USE BY RECORD CENTER ONLY:
Estimated Services $_____Approved_____Not Approved____

Approved By_____Date Approved_____

Services Completed_____

_____

_____

Please send completed form to:

Educational Services and Records Center for Migratory Children
of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

SOUTHEAST MISSOURI STATE COLLEGE
Mark Scully, President
Cape Girardeau, Missouri 63701

Migratory Children Education
and Record Center
354 Henderson Street

Referring Party_____

School_____

City_____

Your request for services from the Educational Services and Records Center for Migratory Children for _____ has been approved in the amount of _____, denied_____, other_____

_____

_____

_____

You may proceed with services as indicated above.

Sincerely,

A SUMMARY OF SUPPORTING HEALTH SERVICES
PREPARED BY THE PROJECT NURSE
FOR THE 1971 FISCAL YEAR

During the 1971 Fiscal Year every school reporting Migrants was given the opportunity to refer migrant children needing health services. As soon as funding was assured a Health Packet was either taken or mailed to participating schools. This packet contained a letter informing the schools of funding, a Health Service Policy statement, an instruction sheet for making health referrals, and twenty-four referral forms. (Copies of these forms are with this summary.)

Each of the schools participating in our health program was personally contacted except Summersville. Contact was made at an initial workshop in August at Malden with personnel from Summersville. When a child was referred for health services, a visit to the school by the school nurse or the teacher referring the child was made. Other resources were examined to see if there were services available before submitting the referred for approval. If no other resources were found the referral was submitted for approval. A home visit to correlate school and home effort was made when the problem indicated this need.

In the area of cooperation with other agencies' programs, civic groups etc., we had a successful year. Some of the agencies accepting referrals from our office were: Division of Welfare-Prevention of Blindness Dept., Missouri Crippled Childrens Services (for hearing problems

as well as crippling defects), County Welfare Offices, Delmo Project, Lilbourn, Risco; Title I, and Headstart Programs in various schools, and Lions Clubs in Senath and in Cooter.

Several physicians cooperated with our program by giving a discount in the cost for services. One dentist agreed to give our program Welfare Department rates for dental services.

A special program of cooperation was arranged with the Cape Girardeau Chapter of the Red Cross for the summer program. Eight student tutors from Southeast Missouri State College were prepared by the local Red Cross Unit to teach the "Mother's Aide" course. Sixty-five migrant students were involved in this venture. According to the evaluation the tutors felt that the program was successful in the various areas taught (personal cleanliness, safety, sharing responsibility, first aid, etc.) except for baby care.

In schools where there was not a school nurse, this program was utilized for screening (visual, dental, skin condition, and general health and audio.) Referral was then made by the project nurse or by school personnel.

Recommendations for health services included screening of all migrant children at the beginning of the school year, or as they came into a school district. This gave an overall picture of general health before a move was eminent again. Transfer of this information to the child's record at the school and then to our office for computerization gave assurance that, even if the child did move, the next school would have an immediate view of the child's health needs.

APPENDIX F

EDUCATIONAL CONSULTANT'S MONTHLY VISITATION SCHEDULE

MONTHLY VISITS BY REPRESENTATIVES

OF THE MIGRATORY CHILDREN OF MISSOURI

The Migrant Records and Service Center wishes to remain in close contact with the tutorial programs in the local educational agencies. In order to facilitate close contact and regular communications, a schedule of visits by the Migrant Center has been established. During these scheduled visits a review of the operations will be made and problems unique to the migrants in the local schools will be discussed.

Tutors are free to request instructional materials at any time. By virtue of the scheduled visits, however, it will be easy to deliver any request for materials such as books, when the Migrant Consultant is visiting the local educational agency. In order to expedite your requests a list of the materials you need should be in the Migrant Center office at least five days prior to the scheduled visit.

SCHEDULE OF MONTHLY VISITS

FIRST THURSDAY	Summersville Doniphan	
SECOND THURSDAY	East Prairie Risco Clarkton Peach Orchard	Pascola Concord Ross Central
THIRD THURSDAY	Cardwell Arbyrd Hornersville	Rives Caruthersville Senath
FOURTH THURSDAY	Deering Braggadocio Steele	Holland Cooter

Bill Conrow
Educational Consultant

APPENDIX G

CARUTHERSVILLE EXPERIMENTAL TUTORIAL PROGRAM

CARUTHERSVILLE EXPERIMENTAL TUTORIAL PROGRAM UTILIZING HIGH SCHOOL STUDENTS TO TUTOR MIGRANT STUDENTS IN GRADES FOUR, FIVE, AND SIX

Ten students will be selected at the high school level to work after school as tutors for elementary migrant children that are experiencing difficulty with reading. The high school students selected will each have two children assigned to them. The time that these high school students will have to work with the assigned migrant children will not exceed one hour each day, four days per week. The specifics for this proposal are listed below:

Supervision

The Caruthersville schools will furnish the administrative direction which will include the following:

1. Assistance with the scheduling and selection of migrant children to be tutored.
2. Assistance with the selection of the high school students that will do the tutoring.
3. Provide classroom space for the tutorial program.
4. Provide one administrator to be in the building during the tutorial effort and directly responsible for the students all the time they are being tutored and on the way home at the close of the day.

The Migrant Children of Missouri will provide the supervision for the tutors. The Migrant Reading Clinician will conduct the supervision of the tutors on Tuesday and Thursday of each week. The Reading Clinician

will provide each tutor a description of the activities to be used in tutoring on a daily basis. It is expected that the tutors will follow through on the Reading Clinician's recommendations on Mondays and Wednesdays though the Reading Clinician is not present. It is further expected that the administrator assigned to the project by the Caruthersville schools will be responsible to see that the Reading Clinician's recommendations are followed in her absence.

Testing and Diagnostic Services

Migratory Children of Missouri will supply diagnostic services for the students being tutored. All testing will be accomplished by migrant staff personnel. Methods which the tutors employ and materials which the tutors use will be closely supervised by a Migrant Reading Clinician. The Migrant Reading Clinician will be present at least two days out of the recommended four day week.

1. All students participating will be tested before the program starts and will be given the same examination upon termination of the program in the spring. This examination will be used to determine academic progress made by the students.

    a. The high school students participating as tutors will be given a pre and posttest. A comparison off the pre and posttests will be used as a means of determining if the tutors, while helping someone else, made gains in reading themselves.

    b. The students that will be tutored from the elementary school will be given a pre and a posttest as a means of determining their progress in reading during

the time this program is in operation. It is recognized that the students being tutored will also be experiencing several reading activities during the school day.

c. Each migrant child being tutored will be given diagnostic tests so that specific weaknesses can be determined, and appropriate methods and materials employed. The Migrant Reading Clinian will supervise closely the actual instructional process so that an ongoing evaluation of each student's program can be made. A log which will include the weaknesses, goals for instruction, and methods used will be maintained by the Reading Clinician.

2. Tests to be used are as follows:

a. Survey F level of the Gates-MacGinitie Reading Tests will be used for both pre and posttesting of high school tutors. This test was chosen because it is based upon a new nationwide standardization. The test is intended for use in grades ten through twelve. The test consists of three parts:

1) Speed and Accuracy Tests provide an objective measure of how rapidly students can read with understanding.

2) The Vocabulary Test samples students' reading vocabulary.

3) The Comprehension Test measures students' abilities to read complete prose passages with understanding.

b. Survey D level of the Gates-MacGinitie Reading Test will be used for both pre and posttesting of the students being tutored. This test was chosen for the same reasons as those listed under "a" above. It is intended for grades four

through six and consists of the same three parts as those described in the Survey F level.

c. The Spache Diagnostic Reading Scales will be used with the experimental students. This test measures:

1) The instructional level (oral reading)

2) The independent level (silent reading)

3) The potential level (auditory comprehension)

It also contains phonics tests devised to measure phonic skill:

1) Consonant sounds

2) Vowel sounds

3) Consonant blends

4) Common syllables

5) Blends; and

6) Lettersounds.

3. All materials required for this project will be provided by the Migratory Children of Missouri. It is anticipated that the following material will be used in the tutorial program:

a. Barnell Loft's Specific Skills Series

1) Working With Sounds

2) Getting the Facts

3) Using the Context

4) Following Directions

b. Phonics We Use Workbooks - Lyon Carnahan

c. Controlled Reader and Materials - E. D. L.

d. SRA Reading Labs Ic and IIIb

e. SRA Lift Off To Reading

f. SRA Pilot Library

g. Charles Merrill Phonics Skilltapes

h. Readers Digest Skill Builders

i. Dolch Basic Sight Vocabulary Card

j. Dolch Sight Phrase Cards

k. Speech Therapy Series

Payment for Services Rendered

1. Each tutor who starts February 8, 1971, will be paid $1.60 per hour while he is tutoring or preparing materials for the tutorial effort. The maximum time allowed each week for preparation (for pay purposes) will be two hours. These two hours for preparation may consist of four half-hour sessions, two one-hour sessions, or any combination totaling two hours each week. It is anticipated that the tutors will work a total of six hours per week. Four hours of the work week will be devoted to actual student tutorial contact, and two hours will be devoted to preparation for a total of six hours. A tutor will be able to earn a maximum of $9.60 per week. If the students to be tutored are not present, the tutor will not be paid that day. The administrator assigned to the project by the local educational agency will keep accurate records and co-sign a tutor's time sheet each month. He will maintain an accurate record of the amount of time each pupil received tutoring services.

2. After the project has been initiated the tutors will be told that there will be a bonus paid to them in May. This bonus will be determined by the progress

made by the migrant students as reflected in the difference between the pre and posttests.

The pre and posttests used to determine a student's growth for pay purposes will be the Gates-MacGinitie. The Gates-MacGinitie test has several sub parts and a composite score that the bonus for student gains will be paid.

The bonus paid to each tutor will be $3.00 for each month of growth which the student assigned to him registers between the pre and posttest. (Salary bonus per contract with Caruthersville out of account #110476) Example: Student A makes four months growth and Student B makes five months growth during the same period. Both Students A and B are being tutored by Tutor X. Tutor X can account for nine months of total growth and will therefore be paid 9 x $3.00, or a bonus of $27.00 at the termination of the project.

3. Special activities will be planned during the course of the project for those high school students tutoring. These activities will be geared to help them assist their students so that their bonuses may be larger. Another activity will be planned for the tutors at the close of the school. Perhaps a tour of the Southeast Missouri State College campus can be arranged.

Student Selection for Experimental and Control Groups

All migrant students in grades four, five, and six will be eligible to participate in this tutorial program, either through the experimental or control group, if they meet the following criteria:

1. The migrant students must have average ability or better with a minimum intelligent quotient of 85

as measured by a standard intelligence test.

2. The migrant students selected must be reading below the specified grade level by at least one-half year. The Bond and Tinker formula for determining a reading expectancy level will be used.

Once all of the migrant students that are eligible have been identified, twenty students will be drawn from the group at random and these students will become the experimental group. Those students not being drawn for the experimental group will automatically be a part of the control group. If at any time one of the experimental students should withdraw from the program, the experimental student will be replaced by another student from the control group.

Selection of Tutors for Experimental and Control Groups

The tutors selected by the Caruthersville Public School system will be used for this effort. It is assumed that more than ten students will satisfy the standards for selection established by Caruthersville for the tutors. If the number of candidates available for tutorial services is sufficient, an experimental and a control group will be drawn from the tutors by random selection.

Pre-training for Tutors

All students employed for tutorial work will be given one week of indoctrination and training before they contact the students to be tutored. This pre-training will be conducted after school one hour each day for

four consecutive days. The activities for these four days will be as follows:

FIRST DAY. Migrant director will review with the tutors the goals of the tutorial program and their relationship to the fulfillments of the goals. The migrant project director will introduce to the tutors the staff members with whom they will be working and the expectations they can have for each staff member.

Each tutor will be given instruction on how to keep the time sheet. A time sheet will be given to each tutor, and he will initiate his time sheet for the week of February 8, 1971. Form W-4 will also be handed out at this meeting for signatures and necessary data.

SECOND DAY. The Reading Clinicians will describe the type of direction the tutors wil receive in order to help their assigned students. In brief, these directions will include the activities the tutor should attempt from day to day. These activities will be provided one week in advance. The Migrant Reading Clinician will plan each student's work on the basis of current performance.

Since the students to be tutored will be pretested, tutors will be told the names of their assigned students at this time. A brief description of the characteristics of migrant students, as applied to those in Caruthersville, will be given. It is recommended that the administrator assigned by the Caruthersville schools to this tutorial effort be principally responsible for this description of migrant students.

THIRD DAY. Students to be tutored will be introduced to tutors. Each tutor will be provided with an interest inventory especially designed for the occasion by the Migrant Reading Clinician.

Soft drinks and cookies will be provided so that the tutors, and those being tutored may develop an initial relationship on a more informal plane.

FOURTH DAY. The Migrant Reading Clinician will give the specific assignment for the week starting February 8, to each tutor. The materials

and equipment to be used starting Monday, February 8, will be explained to each tutor. The bonus which each tutor will receive for this effort during the remainder of the school year will be explained to them at this time. NOTE: Tutors will be taught to use only those materials and equipment that will be used immediately. During the semester the tutors will be asked to remain after their pupils have departed for additional instruction as new materials are introduced.

A Schedule of the Activities Leading into the Week of February 8, is as Follows

Week of January 18 -	Migrant Reading Clinician pre-tested the students to be tutored, (experimental and control).
Week of January 18 -	Migrant Reading Clinician pre-tested all students making applications for tutorial program. This testing was accomplished and ample consideration given to applicants.
Week of January 25 -	Successful applicants for tutorial positions were notified.
Week of February 1 -	Pretraining of tutors was accomplished.
Week of February 8 -	Tutorial program starts.

APPENDIX H

ANNUAL STATISTICAL REPORT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-
APPROVAL EXPIRES: 12/

ANNUAL STATISTICAL REPORT
ESEA TITLE I, STATE EDUCATIONAL AGENCY PROGRAM FOR CHILDREN OF MIGRATORY WORKERS

REPORT FOR FISCAL YE ENDING
June 30, 1971

If your State did NOT have such a program, check here ☐ and complete Items 1, 2, and 3; and return this form to the U. Office of Education at the address indicated in instructions.

1. NAME OF REPORTING AGENCY	2. ADDRESS OF REPORTING AGENCY *(Include ZIP code)*

3. CERTIFICATION OF STATE EDUCATIONAL AGENCY. I hereby certify that, to the best of my knowledge, the information cor in this statistical report is correct and that any information on the participation of children enrolled in nonpublic schools been disclosed to appropriate officials of those schools.

TYPED NAME OF AUTHORIZED OFFICIAL	SIGNATURE OF AUTHORIZED OFFICIAL	DATE SIGNED

TITLE OF AUTHORIZED OFFICIAL	TELEPHONE	AREA CODE	NUMBER	EXT

4. NUMBER OF MIGRANT CHILDREN *(unduplicated count) (see instructions)*

ORIGIN OF CHILDREN	TOTAL NUMBER MIGRANT CHILDREN IN YOUR STATE	NUMBER IN COLUMN b PARTICIPATED IN ST. EDUCATIONAL AGEN TITLE I MIGRANT ACTIV
a	b	c
(1) INTRASTATE	2272	838
(2) INTERSTATE	1136	419
(3) TOTAL *(Sum of Lines (1) and (2))*	3408	1257

5. NUMBER OF PARTICIPANTS *(on Line (3), Column c above)* BY SCHOOL TERM, BY GRADE LEVEL, AND TYPE OF SCHOOL ENRO
(Where applicable, a participant should be reported both for the REGULAR school term and the SUMMER school term.)

GRADE LEVEL	REGULAR SCHOOL TERM			SUMMER SCHOOL TERM		
	PUBLIC SCHOOL	NONPUBLIC SCHOOL	TOTAL *(Sum of Columns b and c)*	PUBLIC SCHOOL	NONPUBLIC SCHOOL	TO *(Su Colu e a*
a	b	c	d	e	f	g
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN	5		5			
(3) ELEMENTARY*	1139		1139	378		378
(4) SECONDARY*	113		113			
(5) UNGRADED ELEMENTARY						
(6) UNGRADED SECONDARY						
(7) TOTAL *(Sum of Lines (1)-(6))*	1257		1257	378		378

*As defined by State or local practice.

6. STATE EDUCATIONAL AGENCY MIGRANT PROGRAM STAFF MEMBERS BY SCHOOL TERM
(Paid in whole or in part from Federal funds)

TYPE OF POSITIONS		TOTAL NUMBER OF STAFF MEMBERS	
		REGULAR SCHOOL TERM	SUMMER SCHOOL TE
a		b	c
(1) TEACHERS BY GRADE LEVEL OF INSTRUCTION	(a) PRE-KINDERGARTEN		
	(b) KINDERGARTEN		
	(c) ELEMENTARY	31	14
	(d) SECONDARY	2	
(2) ALL OTHER PROFESSIONALS			2
(3) EDUCATION AIDES		10	33
(4) ALL OTHER NONPROFESSIONALS			1
(5) TOTAL *(Sum of Lines (1)-(4))*		43	50

OE FORM 4484-2, 5/71 REPLACES OE FORM 4375-2, 3/70, WHICH IS OBSOLETE. 1

7. STAFF MEMBERS WHO RECEIVED INSERVICE AND PRESERVICE EDUCATION FUNDED UNDER THE TITLE I MIGRANT PROGRAM

STAFF MEMBERS	REGULAR AND SUMMER SCHOOL TERM					
	TOTAL NUMBER OF STAFF MEMBERS (Sum of Columns d-g)	TOTAL HOURS OF TRAINING RECEIVED (clock hours)	NUMBER OF STAFF MEMBERS BY AVERAGE NUMBER OF TRAINING HOURS RECEIVED			
			AVERAGE NUMBER OF TRAINING HOURS			
			0-10	11-20	21-30	31 AND OVER
a	b	c	d	e	f	g
(1) TEACHERS	124	452.5	33			
(2) OTHER PROFESSIONALS						
(3) EDUCATION AIDES	10	300.0			10	
(4) OTHER NONPROFESSIONALS						
(5) TOTAL (Sum of Lines (1)-(4))	134	752.5	33		10	

8. SERVICES AND ACTIVITIES PROVIDED TO PARTICIPATING MIGRANT CHILDREN DURING REGULAR SCHOOL TERM - 1969
(A child may be counted more than once.)

SERVICES AND ACTIVITIES	NUMBER OF PARTICIPANTS						
	PUBLIC SCHOOLS			NONPUBLIC SCHOOLS			TOTAL (Sum of Columns b-d)
	PREKINDERGARTEN AND KINDERGARTEN	ELEMENTARY*	SECONDARY*	PREKINDERGARTEN AND KINDERGARTEN	ELEMENTARY*	SECONDARY*	
a	b	c	d	e	f	g	h
DIRECT EDUCATIVE SERVICES (Teaching and aiding teaching)							
A. BASIC SKILLS AND ATTITUDES							
(1) ENGLISH		252	8				260
(2) READING		635	50				685
(3) CULTURAL	5	52					57
(4) SOCIAL SCIENCES/SOCIAL STUDIES		62	13				75
(5) NATURAL SCIENCE AND MATHEMATICS		447					447
(6) OTHER (see page 42 of Glossary)							
B. VOCATIONAL SKILLS AND ATTITUDES			8				8
C. DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED							
D. TEXTBOOKS							
SUPPORTING SERVICES							
E. SCHOOL LIBRARY AND OTHER INSTRUCTIONAL RESOURCES	5	1139	113				1257
F. PUPIL SERVICES							
(1) GUIDANCE AND COUNSELING							
(2) TESTING		1139	113				1252
(3) SCHOOL PSYCHOLOGICAL SERVICE							
(4) ATTENDANCE AND SCHOOL SOCIAL WORK							
(5) HEALTH SERVICES							
(6) PUPIL TRANSPORTATION							
(7) FOOD SERVICE							
(8) CLOTHING							
(9) SPECIAL SERVICES FOR HANDICAPPED							
(10) OTHER PUPIL SERVICES							

* As defined by State or local practice.

SERVICES AND ACTIVITIES PROVIDED TO PARTICIPATING MIGRANT CHILDREN DURING SUMMER SCHOOL TERM - 1969

(A child may be counted more than once.)

SERVICES AND ACTIVITIES	NUMBER OF PARTICIPANTS						
	PUBLIC SCHOOLS			NONPUBLIC SCHOOLS			TOTAL (Sum of Columns b - g)
	PREKINDERGARTEN AND KINDERGARTEN	ELEMENTARY*	SECONDARY*	PREKINDERGARTEN AND KINDERGARTEN	ELEMENTARY*	SECONDARY*	
a	b	c	d	e	f	g	h
DIRECT EDUCATIVE SERVICES *(Teaching and aiding teaching)*							
A. BASIC SKILLS AND ATTITUDES							
(1) ENGLISH		241					241
(2) READING		241					241
(3) CULTURAL		79					79
(4) SOCIAL SCIENCES/SOCIAL STUDIES		241					241
(5) NATURAL SCIENCE AND MATHEMATICS		427					427
(6) OTHER *(see page 42 of Glossary)*		24					24
B. VOCATIONAL SKILLS AND ATTITUDES		65					65
C. DIFFERENTIALIZED CURRICULUM FOR THE HANDICAPPED							
D. TEXTBOOKS							
SUPPORTING SERVICES							
E. SCHOOL LIBRARY AND OTHER INSTRUCTIONAL RESOURCES		355					355
F. PUPIL SERVICES							
(1) GUIDANCE AND COUNSELING							
(2) TESTING		366					366
(3) SCHOOL PSYCHOLOGICAL SERVICE							
(4) ATTENDANCE AND SCHOOL SOCIAL WORK							
(5) HEALTH SERVICES		286					286
(6) PUPIL TRANSPORTATION		110					110
(7) FOOD SERVICE		146					146
(8) CLOTHING							
(9) SPECIAL SERVICES FOR THE HANDICAPPED							
(10) OTHER PUPIL SERVICES							

*As defined by State or local practice.

10. AMOUNT OF TITLE I MIGRANT FUNDS EXPENDED FOR SERVICES AND ACTIVITIES PROVIDED TO PARTICIPANTS

SERVICES AND ACTIVITIES	AMOUNT EXPENDED FROM TITLE I MIGRANT PROGRAM FUNDS
DIRECT EDUCATIVE SERVICES *(Teaching and aiding teaching)*	
A. BASIC SKILLS AND ATTITUDES	
(1) ENGLISH	38,335.00
(2) READING	85,502.00
(3) CULTURAL	2,508.00
(4) SOCIAL SCIENCES/SOCIAL STUDIES	16,940.00
(5) NATURAL SCIENCE AND MATHEMATICS	67,328.00
(6) OTHER	
B. VOCATIONAL SKILLS AND ATTITUDES	3,161.00
C. DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED	
D. TEXTBOOKS	
SUPPORTING SERVICES	
A. ADMINISTRATION/SUPERVISION	36,250.00
B. PERSONNEL DEVELOPMENT	
C. SCHOOL LIBRARY AND OTHER INSTRUCTIONAL RESOURCES *(excluding equipment)*	
(1) AUDIOVISUAL MATERIALS	4,991.00
(2) BOOKS, PERIODICALS AND OTHER PRINTED MATERIALS *(excluding textbooks)*	16,312.00
(3) SCHOOL LIBRARY, AUDIOVISUAL AND OTHER MEDIA PERSONNEL	6,721.00
D. PUPIL SERVICES	
(1) GUIDANCE AND COUNSELING	
(2) TESTING	335.00
(3) SCHOOL PSYCHOLOGICAL SERVICE	
(4) ATTENDANCE AND SCHOOL SOCIAL WORK	
(5) HEALTH SERVICES	12,566.00
(6) PUPIL TRANSPORTATION	2,528.00
(7) FOOD SERVICE	2,466.00
(8) OTHER PUPIL SERVICES	9,023.00
E. MAINTENANCE AND OPERATION OF PLANT	5,000.00
F. CAPITAL OUTLAY	
(1) SITES AND BUILDINGS	
(2) EQUIPMENT	
(a) AUDIOVISUAL	
(b) OTHER INSTRUCTIONAL EQUIPMENT	
(c) NONINSTRUCTIONAL EQUIPMENT	
G. DEBT SERVICE	
H. FIXED CHARGES	
I. OTHER SUPPORTING SERVICES	
AUXILIARY SERVICES	
TOTAL	309,966.00

GPO 911-343